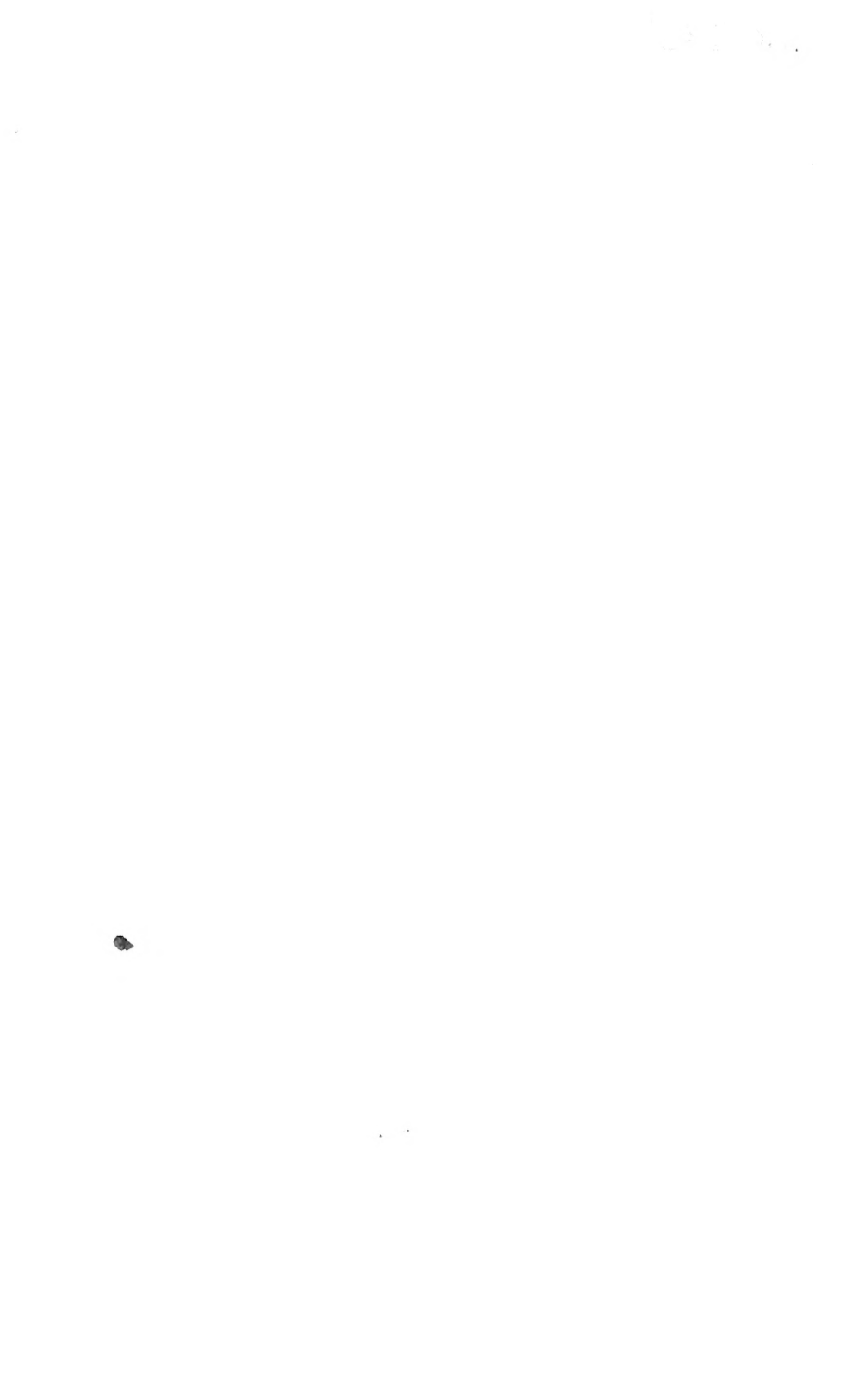




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# Alumni Association Membership

## JOIN ALUMNI ASSOCIATION

All dues-paying members of the Alumni Association will receive alumni publications. Persons who live in districts where there is not an organized alumni unit may send dues direct to the College Alumni Office,  
— Dues \$2.00 per year.

Enclosed find \$2.00, my alumni dues for one year, to Oct. 1, 1963.  
Write check to Alumni Association, State College, Indiana, Pennsylvania.

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State College  
Indiana, Pennsylvania

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# ALUMNI NEWS BULLETIN

INDIANA STATE COLLEGE

INDIANA, PENNSYLVANIA



*June 1963*

During the past fifteen years, I have been privileged to serve Indiana State College as director of public relations and as a professor of English. In my public relations work I have been grateful for many opportunities to work with various Alumni groups, committees, councils, and individuals. It has also been my privilege to serve as editor of this Alumni News Bulletin for the past fourteen years. The excellent cooperation given me by the Alumni Association has been most rewarding to me and I greatly appreciate this cooperation. Now with this current issue (Volume 14, Number 4), I must necessarily relinquish the position as editor. I know that my successor will welcome the same cooperation I have received and that Indiana Alumni will work with him as graciously and as kindly as they have with me. Best wishes for the continued success of this bulletin, all the Indiana Alumni projects, our fine association, our wonderful alma mater, our esteemed college president, his excellent faculty and administrators, and the Indiana student body.

Appreciatively yours.

Arthur F. Nicholson

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Issued quarterly by the  
General Alumni Association  
State College  
Indiana, Pennsylvania

June, 1963

Editor ..... Arthur F. Nicholson  
Associate Editor ..... Ann Marcoaldi  
Executive Secretary ..... Mary L. Esch  
President of the College  
Willis E. Pratt

Alumni units and individuals having news for this bulletin are urged to send same to the editor as early as possible. Give the complete details of who, what, when, where, how, and why.

Alumni News Bulletins are published every October, December, March and June, as of the first of the respective month. News deadline for each issue is 30 - days prior to the printing date. For example news for the October 1, 1963 issue should be available Sept. 1, 1963.

#### ALUMNI ASSOCIATION OFFICERS

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(Phone No. Indiana 5-4169)

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# ALUMNI NEWS BULLETIN

VOLUME 14

June - 1963

NUMBER 4

State College, Indiana, Pennsylvania



# Indiana Graduate Reports on Peace Corps Experiences



A scene from Adi Auri, a city in North Ethiopia where Miss Gloria Sample, an ISC 1962 art graduate, is serving in the Peace Corps. Miss Sample is seen in the background of the picture.

**Editorial Note:** Gloria Sample, a graduate of Indiana State College art department in the class of 1962, has been in Ethiopia for the past nine months with the United States Peace Corps. Some general observations by Miss Sample of Ethiopia follow.

## **ABOUT THE TOWN:**

Adi Auri is a small town located 56 km. south of Asmara which is a city in Northern Ethiopia or previously, Eritrea. (Federated with Ethiopia Nov. 15, 1962) The population approximates 10,000 and a majority of the people are engaged in agriculture - growing such crops as barley, wheat, rye, oats, and tuf (a grain used for making injera) as well as a variety of vegetables. A great number of the inhabitants are merchants as well, operating the local tailor and shoe shops, food stores, etc.

## **ABOUT THE LANGUAGE:**

The language spoken in the town is Tigrinya which is spoken by all - even the Moslems, who also speak Arabic. It is a guttural sounding language, difficult to learn even by the Amharas from Southern Ethiopia. The alphabet is the same as the Amharic but the words are different and have a different pronunciation. Some common expressions are (pronounced phonetically) Kemay allokhoom (How are You? masc. pl.) Yequenyelley (Thank you.) Dehan Koon (Goodbye) Tzbook (Good) Herrai (OK)

## **ABOUT THE FOOD:**

The diet of the local inhabitants consists mainly of bread and meat. The favorite dish called ziggine, a mixture of chopped meats in a highly spiced tomato sauce, is eaten with a thin, moist, spongy bread called injera. This bread is made from the grain tuf, is rich in pro-

tein and is eaten with every meal. Several dishes are made for fast days (Wednesday and Friday for the Coptic, Christians). One made from whole beans called tum-tumo is a favorite of our, and a soupier one with mashed beans (utter) is schurro. Fool, a dish combining beans and oil, is a typical breakfast food eaten with bread.

Local drinks made of grains and leaves are sua (a cloudy colored beer) and mess (honey drink). Highly sugared tea usually with cloves or cinnamom accompanies every meal.

#### **ABOUT THE CLIMATE:**

Adi Ugri has a constant climate for most of the year with temperatures averaging 75 to 80 degrees, the coolest month being January, when the temperature went as low as 60 degrees. February, March, April and May are known to be the hottest months with very little breeze and much sunshine during the day. The nights all year round are cool. June, July, and August comprise the winter which is the green season (or rainy season in which rains occur daily). Now we are in the dry season and the countryside is in various shades of yellows and browns. Grains have been harvested and fields replanted.

#### **ABOUT THE CLOTHING:**

The native dress is made of white filmy hand-woven fabric trimmed with a colorful, designed border. The women's dresses, called zuria, are usually full length and the shoulders are covered with a shawl, or schama, which serves as a head covering in the cool evenings. The man's

dress outfit consists of white tight fitting trousers similar to riding breeches with a knee length overshirt which is slit up the sides (see picture). They also wear schamas over their shoulders. A common accessory is a horse-tail fly switch, which is often necessary during the day; When shoes are worn, they are most often sandals.

#### **ABOUT THE SCHOOLS:**

There are three schools in Adi Ngri - 2 elementary schools, one Italian, and a middle school grades 5-8 with an enrollment of 500. The middle school, St. George, was formerly an Italian prison and English hospital and is still encircled by a 12 foot high barbed wire fence. The students study science, geography, history, math, English and Amharic. A weaving and carpentry shop provide trade study for the 5th and 6th graders. Extra curricular activities include debates, plays, boy and girl scouts, and sports, with special attention given to football (soccer) the national sport.

#### **ABOUT RELIGION:**

A large proportion of the people are Coptic. The newly built church in the town is one of the most beautiful and modern ones in Eritrea. An ample number of people are Moslems and are presently in Romadon (a 6 week period of fasting). The Moslem students daily conduct prayer service in our back yard and nap in our outdoor storage room. They eat only once a day, at 7:00 P.M. and take not even so much as water during the day. There are also some Roman Catholics in Adi Ugri. A Franciscan Mission accommodates them for Sunday Mass. Local boys train here for the priesthood.

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#### **ARTIST-TEACHER HONORED**

● Margaret Dickey, 1922 and 1931, has the distinct honor of having an art gallery in Washington, D. C., named after her. The following items are taken from the Washington Star and Post:

"The latest art gallery in town is the Margaret Dickey Gallery of Art at 2133 Pennsylvania Avenue N.W. The new venture is affiliated with the D. C. Teachers College and has as its main purpose the assistance of art programs in D. C. public schools."

Washington Star

#### **"Art for the Schools"**

"There is hardly anything more basic to education than an appreciation of art. For art is the essence of any culture; and it can flourish

only where it encounters understanding. It is, indeed, the illumination of life. And so we think the community ought to be immensely grateful to District School Superintendent Carl Hansen and Washington artist Jack Perlmutter for establishing the Margaret Dickey Gallery of Art as a nonprofit affiliate of the District public school system.

The new gallery will exhibit local painters of note and will also exhibit promising student work in an effort to stimulate an interest in painting and an awareness of the artist's role. Let no Philistines dismiss this as a form of frill. It is an imaginative innovation in teaching which can greatly enrich and enliven the curriculum. It deserves the community's warm hospitality and support."

Editorial in Washington Post

# College P.R. Director Resigns Position Effective Aug. 31, 1963

Dr. Arthur F. Nicholson, director of public relations and a member of the English-speech faculty at Indiana State College for the past fifteen years, has resigned effective August 31, 1963, Dr. Willis E. Pratt, president of the college, stated today.

Dr. Nicholson has accepted a position as full time professor of English at Shippensburg State College for the 1963-64 term and his wife, Mrs. Dorothy Nicholson, a caseworker in the Indiana County Office of Public Assistance, has accepted a similar position as caseworker in the Cumberland County Office of Public Assistance.

"During the past fifteen years, Dr. Nicholson has given invaluable service to the College at Indiana in the varied fields of public relations, general administration, alumni and community relations, and the teaching of English on the undergraduate and graduate levels and in the Community-College studies series," President Pratt indicated.

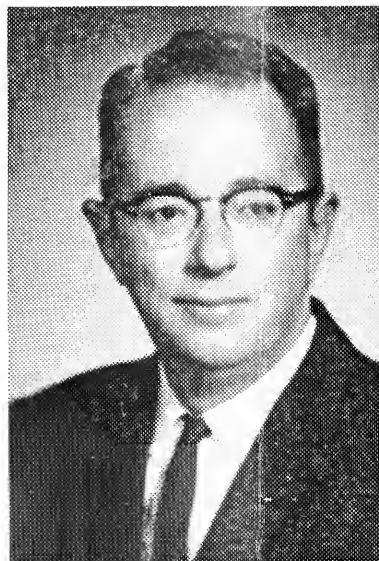
"The late Dr. Rhodes R. Stabley, former chairman of the English-speech department, pointed out to me a few years ago when we asked Dr. Nicholson to assume full time duties in public relations and administration that Dr. Nicholson was an excellent teacher of English," Dr. Pratt said.

"Both Dr. Ralph E. Heiges, former dean at Indiana and now president of Shippensburg, and Dr. John E. Davis, former director of student teaching at Indiana, have often commended Dr. Nicholson as an outstanding teacher, student, and colleague," Dr. Pratt continued.

"Dr. Nicholson has agreed to continue his work in Indiana until the end of August. During this interim period he will be chiefly concerned with further developing the College Center at Punxsutawney and beginning the new College Center in Armstrong County," Dr. Pratt said.

"He will also be concerned with the general administration of the twelfth annual season of Summer Theater Guild and the general public relations of the college with special emphasis on the many special institutes and workshops scheduled here during our summer sessions. In addition he will teach a class in Literature II during the post session."

"Regretfully I have accepted Dr. Nicholson's resignation. He has been an outstanding associate here and I have with reluctance agreed to



Dr. Nicholson

his leaving," Dr. Pratt concluded.

Dr. Nicholson is listed in Who's Who in Education and Who's Who in Public Relations. He received his bachelor of science degree with a major in English from Indiana State College in 1938, his master of education degree in English Literature from Pennsylvania State University in 1940, and his doctor of education degree from New York University in 1957. His doctoral work was centered in the areas of communication, general and technical writing, and media use. He has done special graduate work and study at American University, Antioch College, and Sarah Lawrence College.

Prior to coming to Indiana State College in 1948, Dr. Nicholson taught English six years in Indiana High School, two years in Hanover High School, and two years in Cherryhill Township, Indiana County.

During the past twenty-one years in Indiana, he has also served as sports editor for several years for the Indiana Evening Gazette and for several years as city editor for the Indiana Countian Publications. He has been editor of the Alumni Bulletin and the Indiana State College Bulletin for the past fifteen years.

For the past several years, he has conducted radio programs over WDAD in Indiana, WCRO in Johnstown, and other radio stations of the area.

He is a member of the National Council of Teachers, Pennsylvania Council of Teachers of English, the National Council for the Study of Communication, the Institute of General Semantics, the International Society for General Semantics, the Association for Higher Education, National Education Association, Pennsylvania State Education Association, American Alumni Council, American College Public Relations Association, and the National School Public Relations Association.

He is also a member of Phi Delta Kappa, Alpha Phi Gamma, Kappa Delta Pi, and Phi Sigma Pi.

He serves as a member of the Indiana County Board of Assistance and is currently vice-chairman of that group. He is a past presi-

dent of Benjamin Fine Associates and is a member of the Executive Committee of the Alumni Council of Pennsylvania State Colleges.

During his tenure at Indiana State College, Dr. Nicholson has served as a member of the President's Administrative Council, the Alumni Committee, Commencement Committee, and is also currently a member of the President's Advisory Council formed this year.

Since 1948, he has been adviser to the Indiana Penn, student newspaper at Indiana State College. He is one of the founders of Indiana Summer Theater Guild, and since its origin in 1952 has been a member of the Guild Advisory Council and has served as business and information director of the Theater.

## Three Faculty Members Retired May 31, 1963

Three Indiana State College professors have announced their retirement as of the end of the current college year, Dr. Willis E. Pratt, president of the college, stated today.

The three persons are Dr. Joy E. Mahachek, chairman of the mathematics department and coordinator of secondary education departments, Helen C. Merriman, home economics department faculty member, and Mrs. Mildred R. Young, foreign languages department faculty member.

"The college greatly regrets the voluntary retirement of these three faculty members and appreciates their very great service over the years," Dr. Pratt said.

Dr. Joy Mahachek joined the Indiana State College faculty in 1927 as a teacher of mathematics and department chairman. Prior to coming to Indiana, she had taught for two years at the State College at Ypsilanti, Michigan, and one year at the State College of Iowa in Cedar Falls, Iowa.

She began her teaching career in 1921, as an elementary training teacher for Indiana State College, Indiana, Pennsylvania, a position she held for two years prior to going to Iowa.

Dr. Mahachek received her AB degree from State College of Iowa, her MA from Teachers College, Columbia, and her PhD from the University of Pittsburgh. She has taken additional graduate work at Columbia University.

Among Dr. Mahachek's many services to education are included many in-service training

programs in mathematics with teachers in the area under the National Defense Education Act.

Dr. Mahachek has been president of the Pennsylvania State Council of Teachers of Mathematics and is a member of the State and National Committees on Mathematics.

She is a contributing author of Master Key Arithmetic and has written many articles for the Mathematics Teacher Magazine. She was a member of the planning committees which wrote the sixteenth and twenty-second yearbooks of the National Council of Teachers of Mathematics.

Dr. Mahachek has travelled extensively in Europe and in the United States and Hawaii.

She is a member of the National Education Association, Pennsylvania State Education Association, and the Mathematicail Association of America. As well as Kappa Delta Pi, Pi Lambda Theta, and Delta Kappa Gamma.

Miss Helen C. Merriman has been a member of the home economics faculty at Indiana State College since 1926. Prior to coming to Indiana, she taught for three years at Spearfish Normal School in South Dakota and two years at Jacksonville Women's College in Illinois.

Miss Merriman received her bachelor of science degree from Purdue University and her master of arts degree at Teachers College, Columbia. She has taken additional graduate work at Teachers College, Columbia, Carnegie Tech, and Syracuse.

(Continued on page 5)

# Jennie M. Ackerman Memorial Fund

Friends, colleagues, associates, and former students of the late Jennie M. Ackerman have formed a Jennie M. Ackerman Committee with Mrs. Flossie Wagner Sanford of 1514 Maple Avenue, Rosedale, Verona, Pa., as chairman.

Persons interested in making a contribution to the Jennie M. Ackerman Memorial Fund should send their donation to Mrs. Sanford or Miss Mary L. Esch, Executive Secretary of the Indiana State College Alumni Association.

In a statement, Mrs. Sanford said, "From 1902 until 1938 Indiana was privileged to have as a member of its faculty Miss Jennie M. Ackerman. Thirty-four of these years she was Director of the Training School. To the students of this period, Miss Ackerman was the Training School and the Training School was definitely the heart of the college."

Miss Ackerman had great charm as well as wisdom and ability. She held the admiration, respect, and deep affection of the training teachers who worked under her supervision, the great number of student teachers, the host of children of the Training School, and their parents with whom she had a close personal relationship. Their feelings were shared by the heads of the college, by other faculty members, and by the townspeople. Others who shared this respect and admiration were the school administrators of the State. They came to her for teachers and found they could rely on her judgment, wisdom, and honesty in selecting teachers suited to their needs. They came back to her and to the college year after year."

"We as representatives of these people—her friends, the teachers whom she trained, the townspeople, and the leaders in education in Pennsylvania—realize that Miss Ackerman's most valuable memorial is a living one—the thousands of able and dedicated "Indiana-

trained" teachers who have served, and are serving, in our schools. But time passes and people come and go. With the hope that Miss Ackerman's name may become a permanent part of the college, we respectfully request that a campus building, preferably a dormitory for women students, may bear her name. We suggest that this building be called the **Jennie M. Ackerman Dormitory** or another appropriate title that will perpetuate the name of Jennie M. Ackerman. This would give pleasure and satisfaction to the thousands of alumni of the Indiana State College who revere the memory of this beloved teacher."

On February 12, 1963, the Executive Committee of the General Alumni Association of Indiana State College unanimously approved the following resolution which has been forwarded to the proper college authorities:

Be it hereby resolved that we, the members of the Executive Committee of the General Alumni Association of the State College at Indiana, Pennsylvania, meeting in session at the college as representatives of approximately 19,500 graduates of this institution do respectfully urge and request that college authorities and other responsible concerned parties name a building at Indiana State College for Miss Jennie M. Ackerman, who for a period of thirty-six years served our college well and faithfully—two years as a supervisor and thirty-four years as Director of the Training School. Because of her outstanding character and her high standards, she was considered the ideal teacher by thousands of Indiana students during her term of service at Indiana State College.

We respectfully suggest that a building, preferably a dormitory for women students, be named the Jennie M. Ackerman Dormitory or another appropriate title using the revered name of a great teacher, Jennie M. Ackerman.

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Mrs. Mildred R. Young has been a member of the Indiana State College foreign languages department since 1960. Prior to that she taught French and Spanish in Clairton High School for a period of thirty-two years.

She received her AB from Pennsylvania State University and her MA from the University of Pittsburgh. She has taken additional graduate work from Brussels University and the University of Denver.

# Major Samuel Loboda Directs United States Army Chorus

Major Samuel Loboda, Assistant Leader of the United States Army Band, and Director of the new United States Army Chorus, was born in Coy, Pennsylvania. A graduate of the Indiana State College in 1936, he taught music in his home state before entering military service.

The United States Army Chorus was established in 1956 by the Secretary of the Army and the Army's Chief of Staff as the vocal adjunct to the United States Army Band. Its mission is the same; to perform at important National ceremonies and events, and to entertain military and civilian audiences whenever possible.

Under the direction of Major Samuel Loboda, the same standards of individual excellence for Chorus membership as for Band applicants hold true. Indeed, more than 97% of Chorus members have studied at one or more Universities, Colleges, or Conservatories. All meet top professional standards, and all are qualified soloists.

Attrition is high in the Chorus, because the brilliant reputation of the group is a valuable yardstick of individual talent. As a result, former Chorus members may be found from the Metropolitan Opera to England's Old Vic Company.

Completely versatile in style, the Chorus has offered popular programs in the Hollywood Bowl, with Steve Allen and Ed Sullivan, as well as concert appearances at Carnegie Hall, and a recent original music drama for Christmas in Washington's Constitution Hall, which was also televised for Christmas Day viewers.

The White House appearances by Major Loboda and the Chorus are a fast-growing tradition. Others mark Holiday observances for the United States Senate, and frequent command performances for visiting Chiefs of State. Probably the world's most exclusive "fan club."

The Chorus has performed in nearly every major American city, and has been the guest of many Colleges and Universities. In March it made its third Carnegie Hall appearance. It is rapidly becoming a major Festival attraction and has been extremely active in commemorative Civil War Centennial ceremonies.

From the formal dignity of a library of Congress program to the festive color of the President's Cup Regatta, the quality of excellence displayed by the United States Army Chorus is an ever-growing tribute to the Senior Service it represents, warmly offered by enthusiastic audiences throughout the land.

## Summer Theater Guild Schedules Twelfth Season

Indiana Summer Theater Guild will produce six plays during the summer of 1963 for the Twelfth consecutive season in which the Summer Theater Guild will have operated in Indiana. The plays will be produced as usual in Theater-by-the-Grove at the Fisher Auditorium on the campus of the State College, Indiana, Pennsylvania.

The plays to be given and the dates are as follows:

"The Matchmaker", July 3-6; "A Thurber Carnival", July 10-13; "Marriage-Go-Round", July 17-20; "Death of A Salesman", July 24-27; "Angel Street", July 31-August 3; "Come Blow Your Horn", August 7-10.

Patron's books of six tickets are available at \$10.00 per book. Of this amount \$7.00 will be used for the six admissions to the plays and \$3.00 will be a contribution to underwriting the

theater and for placement of the name on the patron's list.

Other season books of six tickets are available at \$7.00. A special season ticket at \$4.00 is available to college students not enrolled in Indiana State College summer sessions and to all other high school and college students between the ages 12-22. Individual admissions to Summer Theater Guild shows are \$1.50 each.

Purchase of season tickets represents a savings of more than 20 per cent. Those holding season tickets may make reservations for seats for any or all plays by calling 465-5521, Summer Theater Guild Office after June 24.

Season tickets should be contracted for now by writing Dr. Arthur F. Nicholson, Summer Theater Guild Office, State College, Indiana, Pennsylvania.

# News Items About Indiana State College Grads

## AS IT MUST TO ALL

● Charles A. Kolb, husband of Mary Rose Kolb, 1899, died March, 1963, at the McGinnis Hospital in Ligonier.

● Clark Neal, 1905, died February 20, 1963, at the age of 78. He had operated the Neal Drug Store in Clymer, Pa., from 1911 until the time of his death.

● Mrs. Sadie Carnahan Buckley, 1910, died April 13, 1963, after an extended illness in her home at Vandergrift.

● Mrs. Anna Young Feisley, 1911, died April 12, 1963, in Shadyside Hospital in Pittsburgh.

● Murray A. Coon, 1913, died at Henderson, N. C., on February 17, 1963.

● Charlotte Repp Jones, 1923, died March 20, 1963. She was a past president of the South Hills Alumni Unit.

● Annie Adella Smith, 1927, died February 19, 1963, in a Cleveland Hospital.

● Ben Kaye, 1933, died December 9, 1962, at the age of 54.

After his marriage in 1935 to Anne Theodorowich, 1933, Kaye became art supervisor of the Midland Public Schools. He continued his education at Tech, Pitt, Geneva, and California State.

He served five years as an assistant football coach and two years as head coach. He also taught art extension for Geneva College. In 1955, he taught for one year under a Fulbright grant in Burma.

His daughter, Judith Kaye, graduated from Indiana State College in 1960, and taught for two years. Judith married David Anthony in June, 1962, and resides in Bedford, Indiana.

● Mrs. Christine Lauman Martin, 1899, died in Uniontown, Pennsylvania, on April 14, 1963.

● Mrs. Roy C. Dean (Emma Hostetler) 1927, of Meyersdale, Pennsylvania, died in February, 1963.

● Raymond Walker, 1930, is now retired after 35 years of teaching. Mr. Walker has one daughter who is married and is the mother of twin boys. His daughter is also an I.S.C. graduate and she is teaching first grade in North Palm Beach, Florida.

● Thalia O. Marcks, 1931, is now Mrs. C. Harold Shafer. Mrs. Shafer represents the Hartford Fire Insurance Company in Allentown, Pa.

● Charles Mackon Gressley, 1932, married Lula

Belle Blose former secretary at the college for Coach Miller and the music department for Dr. Irving Cheyette. He works at the Gulf Oil Research Center, near Oakmont, in the Product Evaluation Division and has received a patent for a turbulator on burners. His wife, Lula Belle, is now secretary to the Director of the Penn State University Center in New Kensington. Both are advanced photographers, have traveled widely, and give travelogs at clubs, churches, and schools.

● Dr. Thord M. Marshall, 1932, married Mildred C. Cline, 1936, and moved to Florida in 1946. They have adopted two children. He is now Assistant Superintendent in Instruction for Broward County Board of Public Instruction, consisting of 68,000 students in 96 schools. Has been principal of Hollywood Central School, Hollywood, Florida, and Leon High School, Tallahassee, Florida. His school is embarking upon a Science Improvement Program in the Junior High Schools under the auspices of the National Science Foundation.

● Ruth C. Edwards, 1934, is now Mrs. Earl Sloan. Mrs. Sloan is head of the home economics department, North Ridgeville, Ohio, president of Lorain County Chapter of Delta Kappa Gamma Women's Teacher Honorary Society includes cities of Elyria, Lorain, and all the county system.

● D. Raymond Mack, 1934, is the principal of the Everett Southern High School.

● Jane H. Stoltz, 1934, is now Mrs. D. M. Cupples and is teaching home economics at Westlake High School, Westlake, Ohio.

● Glenna M. Calhoun, 1935, is now Mrs. Wood and is teaching eleventh grade English at Ford City High School. Had taught biology for 10 years at Elderton High School.

● Dr. Bruce Dinsmore, 1937, has received his doctor's degree. He has taught in the biology department at Clarion State College since 1947. Has taught botany, plant ecology, field botany, plant tax., advanced biology, and micro. Also supervises student teachers and regularly teaches teaching of science. His wife is the former Betty Byers of Homer City who graduated from I.S.C. in 1939.

● Dr. Glenn C. Hess, 1937, became Superintendent of Washington (Pa.) City Schools on November 1, 1961.

● Donald C. McGrew, 1937, is the New York Manager of the Educational Department of The Macmillan Company, Publishers.

● Myrtle M. Snively, 1937, is now Mrs. Myrtle Biehl. She is principal of Bell-Avon High School.

● Thomas Carpin, 1938, did graduate work in biological science at The University of Pennsylvania. Received his M.Ed. in 1953 from Penn State. From 1955 - continued with graduate work at Penn State. From 1940 to 1955 taught chemistry and physics at Fox Twp. High School. From 1955 to 1959 was Supv. Principal of the Fox Twp. Schools. From 1959 to 1962 was principal of the St. Mary's Area High School. In 1962 was made Supv. Principal of the St. Mary's Area Schools. Married Nora Deptra, a former graduate of I.S.C., 1936; they have one child, Brent, age 20. Brent is in pre-med. at W & J.

● Dr. Joseph R. Henderson, 1939, is chairman of the department of education and psychology, Westminster College.

● Frank Nemic, 1939, owns Nemics Flower Shoppe at 303-5th Street, Freeport, Pa. He also owns and operates a greenhouse in Cabot, Pa.

● Angela R. Plesnak, 1939, married Joseph Chenet, 1940, in 1943. Husband served in Intelligence Dept., Ft. Eustis, Va.; is teaching physical ed. in Aliquippa. Angela taught general science in McKeesport Junior High for two years. Also taught at Monaco Junior High, and Aliquippa Senior High. Took time off and had two boys, now ages 12 and 14 years. Back to teaching home ec., junior high art, ninth grade health (girls). Again took time off and had a little girl on Christmas Eve; four years ago. She is now substituting, plans to go back to full time teaching when Patricia is in school. Husband, Joe, is Intramural Director of all the grade schools and playground. Head supervisor of 9 playgrounds in summer. Joe built their lovely field stone ranch style home by himself - taking 4 years to complete the job. Angela witnessed 3 autopsies while she worked as medical technician at Ft. Eustis Hospital.

● Mary R. Fairchild, 1940, is now Mrs. Richard Pomeroy. For the past 10 years she has been with the "Redbook Magazine" editing the Women's Section. Has two small girls, Mary Dee, age 6, entered 1st class at Spence, and Anne, age 3, began Junior Nursery. Husband, Richard Does management-consultant work.

● Galen Ober, 1940, teaches chemistry at Clarion State College. He was married in 1953. The Obers have four children: one boy, age 8,

and three girls ages 6, 4, and 2. Mr. Ober's father, George Ober, teaches at Indiana State College.

● John G. Paulisick, 1940, is a Major in U. S. Army.

● Earl H. Stockdale, 1940, continued graduate study in science at University of Pittsburgh. Was employed by Gulf Oil Corporation, holding various supervisory positions at Gulf Research and Development Company and at Gulf Refinery in Philadelphia. His present position is director of accident prevention for the company on a world-wide basis. Taught night school from 1952 to 1955 at Duquesne University. Has three children, two boys and a girl. Older boy is a junior in the Fox Chapel Area School.

● Victoria G. Cavallo, 1941, is now Mrs. Arthur Glenn. She is teaching general home economics at the DuBois Penn State Campus. Has one daughter. Husband, Arthur Glenn, also teaches at the Penn State Center in DuBois. Obtained his master degree from Indiana during the summer of 1961.

● Miller C. Hood, 1941, is with Everett Southern Joint Schools in Everett, Pa.

● William H. McGee, 1941, - After Army service, Mr. McGee attended Kansas State College at Manhattan, Kansas, and received the Master's Degree in January, 1948. In the summer of 1948 he took graduate work at the University of Mass, Amherst. He was instructor of biology at Dickinson College, 1948-50 and was assistant professor of biology at Hartwick College, Oneonta, New York, 1950-54. He started teaching high school in 1954 at Waverly, New York. William is now head of the science department. He teaches biology, genetics, human physiology and in the summer has a class in field botany. He has done additional graduate work at Ohio State, Cornell, and Yale Universities. He is married and has three children: Faith, 17; Bill, Jr., 15; and Warren, 12. William was formerly from Punxsutawney, Pa. His mother still lives in Punxsutawney.

● Hope E. Markey, 1941, is now Mrs. Merle Long. She has two children: Hope Ann, 14, Howard, 11. Teaches biology at Coventry High School, 1135 Portage Lakes Drive, Akron 19, Ohio.

● Frank Alcamo, 1942, is now assistant principal of the Windber Area High School, Windber, Pa.

● Leo Beonabei, 1942, is now assistant district principal at Spencerport Central School, Spencerport, New York.



● Mary J. Ferrier, 1947, is now Mrs. Charles Duncan. Husband, Dr. Duncan, teaches in the business department at Indiana State College.

● John S. Otto, 1947, has his master in (vocational) agriculture ed. from Penn State University. Has taught 30 years: 13 years in Derry Area, completing 17th year in Ligonier Valley district; completed 2 yr. Intermediate Course 1932. Married Marian Ogden, 1932, of Clearfield. Daughter, Judith, is a student in the elementary department at Indiana. Son, Tom, is a junior in the Derry Area High School.

● Frank S. Hussey, Jr., 1948, is a Major in the U. S. Air Force at Scott Air Force Base working at MATS Headquarters in the Air Crew Standardization Division. The base is near St. Louis, Mo. He has a daughter, Vera Jo, who will be 18 next March; a son, Frank III, 9 years old. Is married to the former Ruth Englehart, 1943.

● Doris A. Semyan, 1948, is now Mrs. Yacisen. She has two daughters: Linda Ann, 9, Bonnie Marie, 7. Is teaching Geography, Science, and Reading in eighth grade at the Portage Area Schools.

● Wilbur Gilham, 1949, teaches biology at the Philipsburg-Osceola Area Schools. He is a regional winner (New York, New Jersey, and Pennsylvania) of an award by the National Association of Biology Teachers sponsored by the American Institute of Biological Sciences for excellence in teaching.

● Stanley Belfore, 1950, teaches at Clarion State College.

● Marjorie Ann Crosan, 1950, is now Mrs. William J. Crawford, Jr. She was recently employed as Engineering Associate with Bell Telephone Co. of Pa. Her husband is a chemist at J & L Steel, Research Laboratory.

● Charles Shontz, 1950, has received his doctorate. Dr. Shontz teaches at Clarion State College.

● Richard M. Strawcutter, 1950, taught Jr. High School in Connecticut, 1950-53; he taught Sr. High School in Connecticut, 1954-57. He came to Indiana State College in 1957 and is now associate professor. He received his A. M. from Columbia and has done additional work at Penn State, Pitt. This year he is on leave of absence taking an academic year of work at Ohio State on a grant from the National Science Foundation. Richard served outstandingly as president of the Faculty Association of I.S.C. He has four children: 3 girls, 1 boy, ranging in age from 2 to 8. He married the former Jean Johnson whose father is Prof. (Pop) Johnson of

I.S.C.

● Clete Miller, 1951, taught physics and chemistry at the Senior High School in Harrisburg, Pa. for two years. In 1952 was honored with a General Electric Science Fellowship for a summer of study at Union College, Schenectady, New York. In 1953 with his wife, Peggy, decided to move to a warmer climate. The Millers sold their home in Hollidaysburg, headed west and settled in Phoenix, Arizona. Clete started to work in the laboratories of Air Research Manufacturing Company and remained with this Company for over a year before deciding to return to teaching. He started to teach chemistry in 1954 at the Mesa (Arizona) Senior High School and later moved to Mesa from Phoenix. In 1954 Clete started a program of graduate studies at Arizona State University in Tempe, and received his master of Arts degree in 1957. In 1957 he also spent the summer at Arizona State College in Flagstaff, studying astronomy and chemistry under the National Science Foundation summer institute program. In 1958 Clete received national teaching recognition by being presented a Meritorious Citation in the Science Teacher Achievement Recognition Program of the National Science Teachers Association. In the summer of 1959 he was granted a three-summer continuing fellowship by the National Science Foundation for further study of chemistry at Union College, Schenectady, New York. He was awarded a master of science degree by Union in 1961. In 1960 Clete was promoted to science department head of Mesa Senior High School. During the year of 1961 Clete authored a weekly series of articles, for the area newspapers, entitled "Seeing Stars with Clete Miller" in which he discussed the aspects of the night sky visible at the time. The Millers are enjoying the wonders of Arizona and say that it is an ideal place to live. Their son, Eric, who is now 14 years of age, stands taller than his father.

● George Burtick, 1953, is guidance counselor at Laura Lamar High School.

● John R. Pancella, 1953, was during 1953-55, in the Staff Intelligence Office, U. S. Army; 1955-60 biology instructor, Penn Hills High School, Pittsburgh, Pa.; 1960-61 graduate assistant, department of zoology, University of Maryland; 1961-62 assistant instructor, University of Md., anatomy and physiology. He is currently completing research and thesis in Laboratory and Field Studies of Dophia, for degree of M. S. in zoology and minors in science, education, histology, and systematics. Summer train-

ing: 1956 graduate courses, University of Pittsburgh, zoology and science ed.; 1957-8-9 N. S. F. Grant, Univ. of Md., zoology and physics; 1960 N. S. F. Grant, Wesleyan Univ., Conn., chemistry and philosophy of science; 1961 research ass't., Univ of Maryland, under AED grant.

● Captain Dwight W. Glenn, 1954, is assigned to Walter Reed Army Medical Center and is Chief of the Reactor Branch of the Health Physics Office. He is responsible for the health physics program on two research reactors. He received his M.S. in physics in May, 1950, from the U. S. Navy Postgraduate School, Monerey, Calif. He has been in the Army since graduating from I.S.C. in 1954. He came back to I.S.C. in the fall of 1960 and gave an interesting talk to the Science Club. His home is in Adelphia, Maryland.

● Rebecca Hill, 1954, is a graduate student in the genetics department at the University of California.

● Vaughn C. Ross, 1954, is a Captain in the U. S. Army QMC. He is married and has three children. His present assignment is Assistant PMS, Murray State College, Murray, Kentucky.

● Donald A. Cuttler, 1955, received his masters degree in education from George Washington University in June, 1961. He has taught seven years in biology in Prince George's County, Md. At present he is chairman of the science department at Du Val Senior High (a new school, opened Sept., 1960, with an enrollment of 1100).

● Shirley Lou Hoenstine, 1955, is now Mrs. Ronald Davis. She taught high school for one year and attended graduate school at Cornell University, majoring in general biology under Dr. Uhler (I.S.C. graduate). She received her M.S. in June, 1958. She worked 1½ years as research assistant at R. B. Jackson Memorial Laboratory, Bar Harbor, Maine. Research was in animal behavior (subject was dogs). In 1957, she married Ronald B. Davis who has a Ph.D. from Cornell University. Ron is an ecologist and teaches at Colby College. Last summer Shirley assisted her husband who was teaching an ecology course for high school teachers under NSF program. This past summer Ron supervised a group of gifted high school students (27) who attended the NSF program at R. B. Jackson Memorial Laboratory. The program was designed to give science oriented students a taste of original research. The Davis's have one son, Laurel, about one year old. The Davis's

live in Waterville, Maine.

● Robert P. Scanga, 1955, is technical representative, Pigments Department, E. I. duPont deNemours & Co., Inc.

● Frederick A. Streams, 1955, obtained his Ph.D. this spring from Cornell. He is married to the former Hazel Grant, 1955. They have two sons and live in Ithaca, New York.

● Robert Bender, 1956, received his master of science in chemistry on December 9, 1961, at the Pennsylvania State University. Expects to get a Ph.D. in biochemistry. Wife, Eileen Helen Koper, from Irwin. Mrs. Bender received her bachelor's degree at Slippery Rock State College and master of science in physical education at the Pennsylvania State University.

● Albert Clement, 1956, teaches physics at Curwensville Joint High School. He is at present working on his masters degree at I.S.C.

● Dr. Donald L. Dinsel, 1956, has his Ph.D. degree in analytical chemistry at Ohio State University and has accepted a post as research chemist at Jackson Laboratory. He and his wife now make their home at 1347 Riverside Drive, Kynlyn Apartments, Wilmington 3, Delaware.

● John Edward Novinsky, 1956, has taught overseas for the past three years, one year in Germany and two in Madrid, Spain. He is, at present, teaching physics and chemistry in the U. S. Air Force School, Madred, Spain. Is married to a Spanish girl, Esther Blanco.

● Richard "Sam" St. Clair, 1956, married Mary Gill, 1956; they have two children, Ritchie, age 5, and Michael, age 1. Richard has attended the Pennsylvania State University, University of Colorado, NSF summer institute 1960, and the University of Pittsburgh. He has taught biology for one year in the Ford City High School; taught biology for two years in the Northern Area Jt. Schools, Parren, Pa.; taught biology for four years in the Peters Twp. Jr.-Sr. High School, Canonsburg, Pa. At present, Richard is the assistant high school principal at Peters Twp. Jr.-Sr. High School, as well as, the varsity basketball coach.

● Leo A. Vroble, 1956, teaches biology at Mt. Lebanon High School and is assistant football coach.

● Robert Charles Aikey, 1957, is teaching biology at Garfield Junior High. Working on a masters at I.S.C. Married Diane Sleight, 1957. Daughter, Beth, one year old.

● John Michael Boblick, 1957, received his master's degree in physical science in August, 1962. His Research Project: "A Comparison of

# WHAT RIGHT HAS THIS MAN...

HE HOLDS a position of power equaled by few occupations in our society.

His influence upon the rest of us—and upon our children—is enormous.

His place in society is so critical that no totalitarian state would (or does) trust him fully. Yet in our country his fellow citizens grant him a greater degree of freedom than they grant even to themselves.

He is a college teacher. It would be difficult to exaggerate the power that he holds.

- ▶ He originates a large part of our society's new ideas and knowledge.

- ▶ He is the interpreter and disseminator of the knowledge we have inherited from the past.

- ▶ He makes discoveries in science that can both kill us and heal us.

- ▶ He develops theories that can change our economics, our politics, our social structures.

- ▶ As the custodian, discoverer, challenger, tester, and interpreter of knowledge he then enters a classroom and tells our young people what he knows—or what he thinks he knows—and thus influences the thinking of millions.

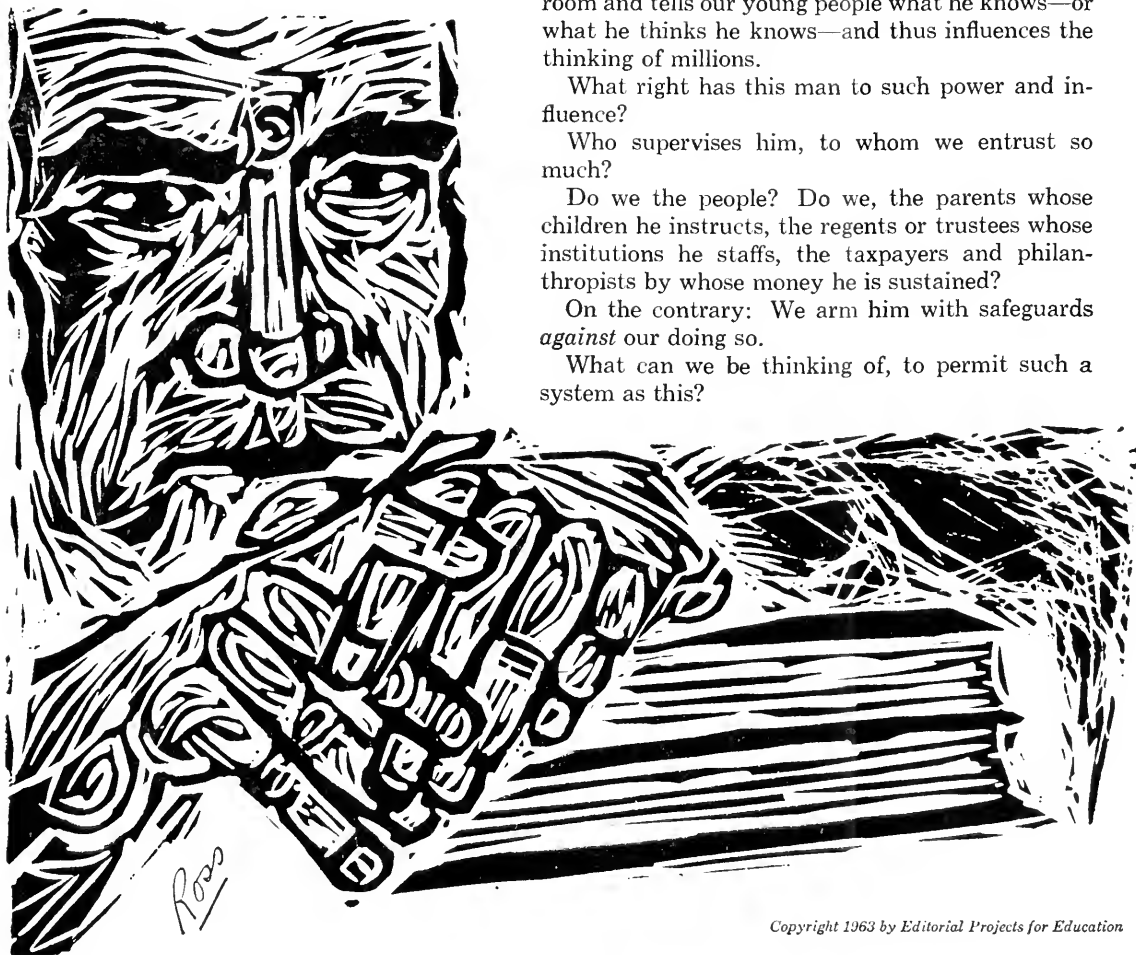
What right has this man to such power and influence?

Who supervises him, to whom we entrust so much?

Do we the people? Do we, the parents whose children he instructs, the regents or trustees whose institutions he staffs, the taxpayers and philanthropists by whose money he is sustained?

On the contrary: We arm him with safeguards *against* our doing so.

What can we be thinking of, to permit such a system as this?





**Having ideas,** and disseminating them, is a risky business. It has always been so —and therein lies a strange paradox. The march of civilization has been quick or slow in direct ratio to

the production, testing, and acceptance of ideas; yet virtually all great ideas were opposed when they were introduced. Their authors and teachers have been censored, ostracized, exiled, martyred, and crucified—



usually because the ideas clashed with an accepted set of beliefs or prejudices or with the interests of a ruler or privileged class.

Are we wiser and more receptive to ideas today?

Even in the Western world, although methods of punishment have been refined, the propagator of a new idea may find himself risking his social status, his political acceptability, his job, and hence his very livelihood.

# For the teacher: special risks, special rights

**N**ORMALLY, in our society, we are wary of persons whose positions give them an opportunity to exert unusual power and influence.

But we grant the college teacher a degree of freedom far greater than most of the rest of us enjoy.

Our reasoning comes from a basic fact about our civilization:

Its vitality flows from, and is sustained by, *ideas*.

Ideas in science, ideas in medicine, ideas in politics. Ideas that sometimes rub people the wrong way. Ideas that at times seem pointless. Ideas that may alarm, when first broached. Ideas that may be so novel or revolutionary that some persons may propose that they be suppressed. Ideas—all sorts—that provide the sinews of our civilization.

They will be disturbing. Often they will irritate.

But the more freely they are produced—and the more rigorously they are tested—the more surely will our civilization stay alive.

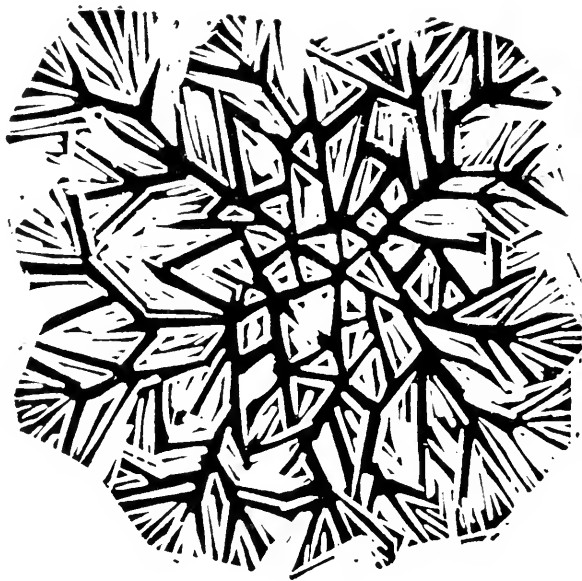
**T**HIS IS THE THEORY. Applying it, man has developed institutions for the specific purpose of incubating, nourishing, evaluating, and spreading ideas. They are our colleges and universities. As their function is unique, so is the responsibility with which we charge the man or woman who staffs them.

We give the college teacher the professional duty of pursuing knowledge—and of conveying it to others—with complete honesty and open-mindedness. We tell him to find errors in what we now know. We tell him to plug the gaps in it. We tell him to add new material to it.

We tell him to do these things without fear of the consequences and without favor to any interest save the pursuit of truth.

We know—and he knows—that to meet this responsibility may entail risk for the college teacher. The knowledge that he develops and then teaches to others will frequently produce ground-shaking results.

It will lead at times to weapons that at the press of a button can erase human lives. Conversely, it will lead at other times to medical miracles that will *save* human lives. It may unsettle theology, as



did Darwinian biology in the late 1800's, and as did countless other discoveries in earlier centuries. Conversely, it may confirm or strengthen the elements of one's faith. It will produce intensely personal results: the loss of a job to automation or, conversely, the creation of a job in a new industry.

Dealing in ideas, the teacher may be subjected to strong, and at times bitter, criticism. It may come from unexpected quarters: even the man or woman who is well aware that free research and education are essential to the common good may become understandably upset when free research and education affect his own livelihood, his own customs, his own beliefs.

And, under stress, the critics may attempt to coerce the teacher. The twentieth century has its own versions of past centuries' persecutions: social ostracism for the scholar, the withdrawal of financial support, the threat of political sanctions, an attempt to deprive the teacher of his job.

Wherever coercion has been widely applied—in Nazi Germany, in the Soviet Union—the development of ideas has been seriously curtailed. Were

such coercion to succeed here, the very sinews of our civilization would be weakened, leaving us without strength.

**W**E RECOGNIZE these facts. So we have developed special safeguards for ideas, by developing special safeguards for him who fosters ideas: the college teacher.

We have developed these safeguards in the calm (and civilized) realization that they are safeguards against our own impetuosity in times of stress. They are a declaration of our willingness to risk the consequences of the scholar's quest for truth. They are, in short, an expression of our belief that we should seek the truth because the truth, in time, shall make us free.

## What the teacher's special rights consist of

**T**HE SPECIAL FREEDOM that we grant to a college teacher goes beyond anything guaranteed by law or constitution.

As a citizen like the rest of us, he has the right to speak critically or unpopularity without fear of governmental reprisal or restraint.

As a teacher enjoying a *special* freedom, however, he has the right to speak without restraint not only from government but from almost any other source, including his own employer.

Thus—although he draws his salary from a college or university, holds his title in a college or university, and does his work at a college or university—he has an independence from his employer which in most other occupations would be denied to him.

Here are some of the rights he enjoys:

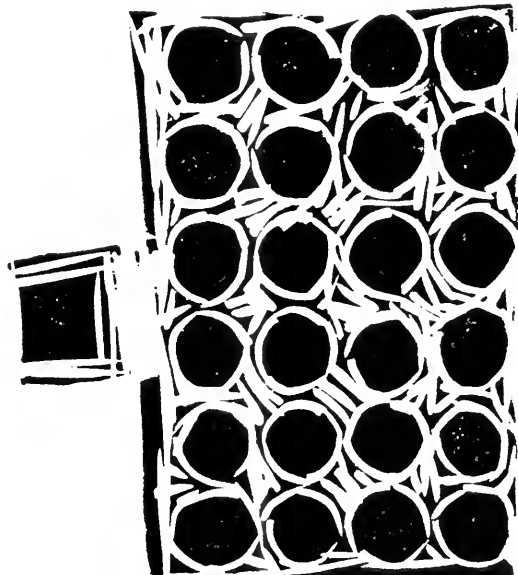
- ▶ He may, if his honest thinking dictates, expound views that clash with those held by the vast majority of his fellow countrymen. He will not be restrained from doing so.
- ▶ He may, if his honest thinking dictates, publicly challenge the findings of his closest colleagues, even if they outrank him. He will not be restrained from doing so.
- ▶ He may, if his honest thinking dictates, make statements that oppose the views of the president of his college, or of a prominent trustee, or of a generous benefactor, or of the leaders of the state legislature. No matter how much pain he may bring to such persons, or to the college administrators entrusted with maintaining good relations with them, he will not be restrained from doing so.

Such freedom is not written into law. It exists on the college campus because (1) the teacher claims

and enforces it and (2) the public, although wincing on occasion, grants the validity of the teacher's claim.

**W**E GRANT the teacher this special freedom for our own benefit.

Although "orthodox" critics of education frequently protest, there is a strong experimental emphasis in college teaching in this country. This emphasis owes its existence to several influences, including the utilitarian nature of our society; it is one of the ways in which our institu-





tions of higher education differ from many in Europe.

Hence we often measure the effectiveness of our colleges and universities by a pragmatic yardstick: Does our society derive a practical benefit from their practices?

The teacher's special freedom meets this test. The unfettered mind, searching for truth in science, in philosophy, in social sciences, in engineering, in professional areas—and then teaching the findings to millions—has produced impressive practical results, whether or not these were the original objectives of its search:

The technology that produced instruments of victory in World War II. The sciences that have produced, in a matter of decades, incredible gains in man's struggle against disease. The science and engineering that have taken us across the threshold of outer space. The dazzling progress in agricultural productivity. The damping, to an unprecedented degree, of wild fluctuations in the business cycle. The appearance and application of a new architecture. The development of a "scientific approach" in the management of business and of labor unions. The ever-increasing maturity and power of our historians, literary critics, and poets. The graduation of hundreds of thousands of college-trained men and women with the wit and skill to learn and broaden and apply these things.

Would similar results have been possible without campus freedom? In moments of national panic (as when the Russians appear to be outdistancing us in the space race), there are voices that suggest that less freedom and more centralized direction of our educational and research resources would be more "efficient." Disregard, for a moment, the fact that such contentions display an appalling ignorance and indifference about the fundamental philosophies of freedom, and answer them on their own ground.

Weighed carefully, the evidence seems generally to support the contrary view. Freedom does work—quite practically.

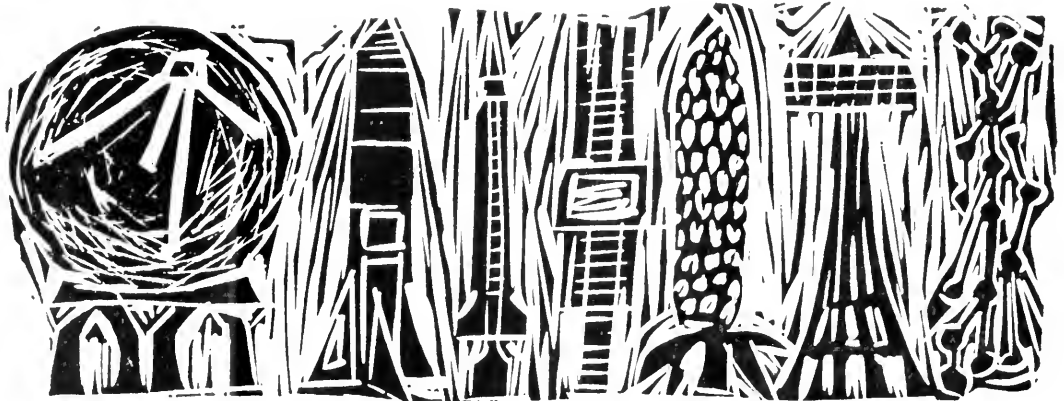
Many point out that there are even more important reasons for supporting the teacher's special freedom than its practical benefits. Says one such person, the conservative writer Russell Kirk:

"I do not believe that academic freedom deserves preservation chiefly because it 'serves the community,' although this incidental function is important. I think, rather, that the principal importance of academic freedom is the opportunity it affords for the highest development of private reason and imagination, the improvement of mind and heart by the apprehension of Truth, whether or not that development is of any immediate use to 'democratic society'."

The conclusion, however, is the same, whether the reasoning is conducted on practical, philosophical, or religious grounds—or on all three: The unusual freedom claimed by (and accorded to) the college teacher is strongly justified.

"This freedom is immediately applicable only to a limited number of individuals," says the statement of principles of a professors' organization, "but it is profoundly important for the public at large. It safeguards the methods by which we explore the unknown and test the accepted. It may afford a key to open the way to remedies for bodily or social ills, or it may confirm our faith in the familiar. Its preservation is necessary if there is to be scholarship in any true sense of the word. The advantages accrue as much to the public as to the scholars themselves."

Hence we give teachers an extension of freedom—*academic freedom*—that we give to no other group in our society: a special set of guarantees designed to encourage and insure their boldness, their forthrightness, their objectivity, and (if necessary) their criticism of us who maintain them.





# The idea works most of the time, but . . .

**L**IKE MANY good theories, this one works for most of the time at most colleges and universities. But it is subject to continual stresses. And it suffers occasional, and sometimes spectacular, breakdowns.

If past experience can be taken as a guide, at this very moment:

► An alumnus is composing a letter threatening to strike his alma mater from his will unless the institution removes a professor whose views on some controversial issue—in economics? in genetics? in politics?—the alumnus finds objectionable.

► The president of a college or university, or one of his aides, is composing a letter to an alumnus in which he tries to explain why the institution *cannot* remove a professor whose views on some controversial issue the alumnus finds objectionable.

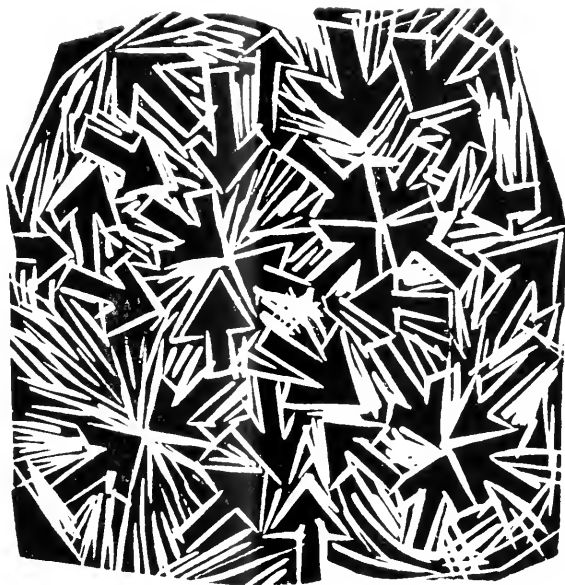
► A group of liberal legislators, aroused by reports from the campus of their state university that a professor of economics is preaching fiscal conservatism, is debating whether it should knock some sense into the university by cutting its appropriation for next year.

► A group of conservative legislators is aroused by reports that another professor of economics is preaching fiscal liberalism. This group, too, is considering an appropriation cut.

► The president of a college, faced with a budgetary crisis in his biology department, is pondering whether or not he should have a heart-to-heart chat with a teacher whose views on fallout, set forth in a letter to the local newspaper, appear to be scaring away the potential donor of at least one million dollars.

► The chairman of an academic department, still smarting from the criticism that two colleagues leveled at the learned paper he delivered at the departmental seminar last week, is making up the new class schedules and wondering why the two upstarts wouldn't be just the right persons for those 7 a.m. classes which increased enrollments will necessitate next year.

► The educational board of a religious denomination is wondering why it should continue to permit the employment, at one of the colleges under its



control, of a teacher of religion who is openly questioning a doctrinal pronouncement made recently by the denomination's leadership.

► The managers of an industrial complex, worried by university research that reportedly is linking their product with a major health problem, are wondering how much it might cost to sponsor university research to show that their product is *not* the cause of a major health problem.

Pressures, inducements, threats: scores of examples, most of them never publicized, could be cited each year by our colleges and universities.

In addition there is philosophical opposition to the present concept of academic freedom by a few who sincerely believe it is wrong. ("In the last analysis," one such critic, William F. Buckley, Jr., once wrote, "academic freedom must mean the freedom of men and women to supervise the educational activities and aims of the schools they oversee and support.") And, considerably less important and more frequent, there is opposition by emotionalists and crackpots.

Since criticism and coercion do exist, and since academic freedom has virtually no basis in law, how can the college teacher enforce his claim to it?

# In the face of pressures, how the professor stays free

**I**N THE mid-1800's, many professors lost their jobs over their views on slavery and secession. In the 1870's and '80's, many were dismissed for their views on evolution. Near the turn of the century, a number lost their jobs for speaking out on the issue of Free Silver.

The trend alarmed many college teachers. Until late in the last century, most teachers on this side of the Atlantic had been mere purveyors of the knowledge that others had accumulated and written down. But, beginning around 1870, many began to perform a dual function; not only did they teach, but they themselves began to investigate the world about them.

Assumption of the latter role, previously performed almost exclusively in European universities, brought a new vitality to our campuses. It also brought perils that were previously unknown. As long as they had dealt only in ideas that were classical, generally accepted, and therefore safe, teachers and the institutions of higher learning did little that might offend their governing boards, their alumni, the parents of their students, the public, and the state. But when they began to act as investigators in new areas of knowledge, they found themselves affecting the status quo and the interests of those who enjoyed and supported it.

And, as in the secession, evolution, and silver controversies, retaliation was sometimes swift.

In 1915, spurred by their growing concern over such infringements of their freedom, a group of teachers formed the American Association of University Professors. It now has 52,000 members, in the United States and Canada. For nearly half a century an AAUP committee, designated as "Committee A," has been academic freedom's most active—and most effective—defender.

**T**HE AAUP's defense of academic freedom is based on a set of principles that its members have developed and refined throughout the organization's history. Its current statement of these principles, composed in collaboration with the Association of American Colleges, says in part:

"Institutions of higher education are conducted

for the common good and not to further the interest of either the individual teacher or the institution as a whole. The common good depends upon the free search for truth and its free exposition."

The statement spells out both the teacher's rights and his duties:

"The teacher is entitled to full freedom in research and in the publication of the results, subject to the adequate performance of his other academic duties . . .

"The teacher is entitled to freedom in the classroom in discussing his subject, but he should be careful not to introduce . . . controversial matter which has no relation to his subject . . .

"The college or university teacher is a citizen, a member of a learned profession, and an officer of an educational institution. When he speaks or writes as a citizen, he should be free from institutional censorship or discipline, but his special position in the community imposes special obligations. As a man of learning and an educational officer, he should remember that the public may judge his profession and his institution by his utterances. Hence he should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that he is not an institutional spokesman."

**H**OW CAN such claims to academic freedom be enforced? How can a teacher be protected against retaliation if the truth, as he finds it and teaches it, is unpalatable to those who employ him?

The American Association of University Profes-



sors and the Association of American Colleges have formulated this answer: permanent job security, or *tenure*. After a probationary period of not more than seven years, agree the AAUP and the AAC, the teacher's services should be terminated "only for adequate cause."

If a teacher were dismissed or forced to resign simply because his teaching or research offended someone, the cause, in AAUP and AAC terms, clearly would not be adequate.

The teacher's recourse? He may appeal to the AAUP, which first tries to mediate the dispute without publicity. Failing such settlement, the AAUP conducts a full investigation, resulting in a full report to Committee A. If a violation of academic freedom and tenure is found to have occurred, the committee publishes its findings in the association's *Bulletin*, takes the case to the AAUP membership, and often asks that the offending college or university administration be censured.

So effective is an AAUP vote of censure that most college administrators will go to great lengths to avoid it. Although the AAUP does not engage in boycotts, many of its members, as well as others in the academic profession, will not accept jobs in censored institutions. Donors of funds, including many philanthropic foundations, undoubtedly are influenced; so are many parents, students, alumni, and present faculty members. Other organizations, such as the American Association of University Women, will not recognize a college on the AAUP's censure list.

As the present academic year began, eleven institutions were on the AAUP's list of censured administrations. Charges of infringements of academic freedom or tenure were being investigated on fourteen other campuses. In the past three years, seven institutions, having corrected the situations which had led to AAUP action, have been removed from the censure category.

# Has the teacher's freedom no limitations?

**H**OW SWEEPING is the freedom that the college teacher claims?

Does it, for example, entitle a member of the faculty of a church-supported college or university openly to question the existence of God?

Does it, for example, entitle a professor of botany to use his classroom for the promulgation of political beliefs?

Does it, for example, apply to a Communist?

There are those who would answer some, or all, such questions with an unqualified Yes. They would

argue that academic freedom is absolute. They would say that any restriction, however it may be rationalized, effectively negates the entire academic-freedom concept. "You are either free or not free," says one. "There are no halfway freedoms."

There are others—the American Association of University Professors among them—who say that freedom *can* be limited in some instances and, by definition, *is* limited in others, without fatal damage being done.

## Restrictions at church-supported colleges and universities

The AAUP-AAC statement of principles of academic freedom implicitly allows religious restrictions:

"Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of [the teacher's] appointment . . ."

Here is how one church-related university (Prot-



estant) states such a "limitation" to its faculty members:

"Since X University is a Christian institution supported by a religious denomination, a member of its faculty is expected to be in sympathy with the university's primary objective—to educate its students within the framework of a Christian culture. The rights and privileges of the instructor should, therefore, be exercised with discretion and a sense of loyalty to the supporting institution . . . The right of dissent is a correlative of the right of assent. Any undue restriction upon an instructor in the exercise of this function would foster a suspicion of intolerance, degrade the university, and set the supporting denomination in a false light before the world."

Another church-related institution (Roman Catholic) tells its teachers:

"While Y College is operated under Catholic auspices, there is no regulation which requires all members of the faculty to be members of the Catholic faith. A faculty member is expected to maintain a standard of life and conduct consistent with the philosophy and objectives of the college. Accordingly, the integrity of the college requires that all faculty members shall maintain a sympathetic attitude toward Catholic beliefs and practices, and shall make a sincere effort to appreciate these beliefs and practices. Members of the faculty who are Catholic are expected to set a good example by the regular practice of Catholic duties."

### A teacher's "competence"

By most definitions of academic freedom, a teacher's rights in the classroom apply only to the field in which he is professionally an expert, as determined by the credentials he possesses. They do not extend to subjects that are foreign to his specialty.

"... He should be careful," says the American Association of University Professors and the Association of American Colleges, "not to introduce into his teaching controversial matter which has no relation to his subject."

Hence a professor of botany enjoys an undoubted freedom to expound his botanical knowledge, however controversial it might be. (He might discover, and teach, that some widely consumed cereal grain, known for its energy-giving properties, actually is of little value to man and animals, thus causing consternation and angry outcries in Battle Creek. No one on the campus is likely to challenge his right to do so.) He probably enjoys the right to comment, from a botanist's standpoint, upon a conservation bill pending in Congress. But the principles of academic freedom might not entitle the botanist to take



a classroom stand on, say, a bill dealing with traffic laws in his state.

As a private citizen, of course, off the college campus, he is as free as any other citizen to speak on whatever topic he chooses—and as liable to criticism of what he says. He has no special privileges when he acts outside his academic role. Indeed, the AAUP-AAC statement of principles suggests that he take special pains, when he speaks privately, not to be identified as a spokesman for his institution.

HENCE, at least in the view of the most influential of teachers' organizations, the freedom of the college teacher is less than absolute. But the limitations are established for strictly defined purposes: (1) to recognize the religious auspices of many colleges and universities and (2) to lay down certain ground rules for scholarly procedure and conduct.

In recent decades, a new question has arisen to haunt those who would define and protect academic freedom: the problem of the Communist. When it began to be apparent that the Communist was not simply a member of a political party, willing (like other political partisans) to submit to established democratic processes, the question of his eligibility to the rights of a free college teacher was seriously posed.

So pressing—and so worrisome to our colleges and universities—has this question become that a separate section of this report is devoted to it.

# The Communist: a special case?

**S**HOULD A Communist Party member enjoy the privileges of academic freedom? Should he be permitted to hold a position on a college or university faculty?

On few questions, however "obvious" the answer may be to some persons, can complete agreement be found in a free society. In a group as conditioned to controversy and as insistent upon hard proof as are college teachers, a consensus is even more rare.

It would thus be a miracle if there were agreement on the rights of a Communist Party member to enjoy academic privileges. Indeed, the miracle has not yet come to pass. The question is still warmly debated on many campuses, even where there is not a Communist in sight. The American Association of University Professors is still in the process of defining its stand.

The difficulty, for some, lies in determining whether or not a communist teacher actually propagates his beliefs among students. The question is asked, Should a communist gym instructor, whose utterances to his students are confined largely to the hup-two-three-four that he chants when he leads the calisthenics drill, be summarily dismissed? Should a chemist, who confines his campus activities solely to chemistry? Until he overtly preaches communism, or permits it to taint his research, his writings, or his teaching (some say), the Communist should enjoy the same rights as all other faculty members.

Others—and they appear to be a growing number—have concluded that proof of Communist Party membership is in itself sufficient grounds for dismissal from a college faculty.

To support the argument of this group, Professor Arthur O. Lovejoy, who in 1913 began the movement that led to the establishment of the AAUP, has quoted a statement that he wrote in 1920, long before communism on the campus became a lively issue:

"Society . . . is not getting from the scholar the particular service which is the principal *raison d'être* of his calling, unless it gets from him his honest report of what *he* finds, or believes, to be true, after careful study of the problems with which

he deals. Insofar, then, as faculties are made up of men whose teachings express, *not* the results of their own research and reflection and that of their fellow-specialists, but rather the opinions of other men—whether holders of public office or private persons from whom endowments are received—just so far are colleges and universities perverted from their proper function . . ."

(His statement is the more pertinent, Professor Lovejoy notes, because it was originally the basis of "a criticism of an American college for accepting from a 'capitalist' an endowment for a special professorship to be devoted to showing 'the fallacies of socialism and kindred theories and practices.' I have now added only the words 'holders of public office.'")

Let us quote Professor Lovejoy at some length, as he looks at the communist teacher today:

"It is a very simple argument; it can best be put, in the logician's fashion, in a series of numbered theorems:

"1. Freedom of inquiry, of opinion, and of teaching in universities is a prerequisite, if the academic scholar is to perform the proper function of his profession.

"2. The Communist Party in the United States is an organization whose aim is to bring about the establishment in this country of a political as well as an economic system essentially similar to that which now exists in the Soviet Union.

"3. That system does not permit freedom of inquiry, of opinion, and of teaching, either in or outside of universities; in it the political government claims and exercises the right to dictate to scholars what conclusions they must accept, or at least profess to accept, even on questions lying within their own specialties—for example, in philosophy, in history, in aesthetics and literary criticism, in economics, in biology.

"4. A member of the Communist Party is therefore engaged in a movement which has already extinguished academic freedom in many countries and would—if it were successful here—result in the abolition of such freedom in American universities.

"5. No one, therefore, who desires to maintain



academic freedom in America can consistently favor that movement, or give indirect assistance to it by accepting as fit members of the faculties of universities, persons who have voluntarily adhered to an organization one of whose aims is to abolish academic freedom.

"Of these five propositions, the first is one of principle. For those who do not accept it, the conclusion does not follow. The argument is addressed only to those who do accept that premise. The second, third, and fourth propositions are statements of fact. I submit that they cannot be honestly gainsaid by any who are acquainted with the relevant facts . . .

"It will perhaps be objected that the exclusion of communist teachers would itself be a restriction upon freedom of opinion and of teaching—*viz.*, of the opinion and teaching that intellectual freedom should be abolished in and outside of universities; and that it is self-contradictory to argue for the restriction of freedom in the name of freedom. The argument has a specious air of logicity, but it is in fact an absurdity. The believer in the indispensability of freedom, whether academic or politi-

cal, is not thereby committed to the conclusion that it is his duty to facilitate its destruction, by placing its enemies in strategic positions of power, prestige, or influence . . . The conception of freedom is not one which implies the legitimacy and inevitability of its own suicide. It is, on the contrary, a conception which, so to say, defines the limit of its own applicability; what it implies is that there is *one* kind of freedom which is inadmissible—the freedom to destroy freedom. The defender of liberty of thought and speech is not morally bound to enter the fight with both hands tied behind his back. And those who would deny such freedom to others, if they could, have no moral or logical basis for the claim to enjoy the freedom which they would deny . . .

"In the professional code of the scholar, the man of science, the teacher, the first commandment is: Thou shalt not knowingly misrepresent facts, nor tell lies to students or to the public: Those who not merely sometimes break this commandment, but repudiate any obligation to respect it, are obviously disqualified for membership in any body of investigators and teachers which maintains the elementary requirements of professional integrity.

"To say these things is not to say that the economic and even the political doctrines of communism should not be presented and freely discussed within academic walls. To treat them simply as 'dangerous thought,' with which students should not be permitted to have any contact, would give rise to a plausible suspicion that they are taboo because they would, if presented, be all too convincing; and out of that suspicion young Communists are bred. These doctrines, moreover, are historical facts; for better or worse, they play an immense part in the intellectual and political controversies of the present age. To deny to students means of learning accurately what they are, and of reaching informed judgments about them, would be to fail in one of the major pedagogic obligations of a university—to enable students to understand the world in which they will live, and to take an intelligent part in its affairs . . ."

**I**F EVERY COMMUNIST admitted he belonged to the party—or if the public, including college teachers and administrators, somehow had access to party membership lists—such a policy might not be difficult to apply. In practice, of course, such is not the case. A two-pronged danger may result: (1) we may not "spot" all Communists, and (2) unless we are very careful, we may do serious injustice to persons who are not Communists at all.

What, for example, constitutes proof of Communist Party membership? Does refusal to take a loyalty oath? (Many *non*-Communists, as a matter of principle, have declined to subscribe to "discriminatory" oaths—oaths required of one group in society, *e.g.*, teachers, but not of others.) Does

invoking the Fifth Amendment? Of some 200 dismissals from college and university faculties in the past fifteen years, where communism was an issue, according to AAUP records, most were on grounds such as these. Only a handful of teachers were incontrovertibly proved, either by their own admission or by other hard evidence, to be Communist Party members.

Instead of relying on less-than-conclusive evidence of party membership, say some observers, we would be wiser—and the results would be surer—if we were to decide each case by determining whether the teacher has in fact violated his trust. Has he been intellectually dishonest? Has he misstated facts? Has he published a distorted bibliography? Has he preached a party line in his classroom? By such a determination we would be able to bar the practicing Communist from our campuses, along with all others guilty of academic dishonesty or charlatanism.

How can the facts be established?

As one who holds a position of unusual trust, say most educators (including the teachers' own organization, the AAUP), the teacher has a special obligation: if responsible persons make serious charges against his professional integrity or his intellectual honesty, he should be willing to submit to examination by his colleagues. If his answers to the charges are unsatisfactory—evasive, or not in accord with evidence—formal charges should be brought against him and an academic hearing, conducted according to due process, should be held. Thus, say many close observers of the academic scene, society can be sure that justice is done—both to itself and to the accused.

# Is the college teacher's freedom in any real jeopardy?

**H**OW FREE is the college teacher today? What are his prospects for tomorrow? Either here or on the horizon, are there any serious threats to his freedom, besides those threats to the freedom of us all?

Any reader of history knows that it is wise to adopt the view that freedom is *always* in jeopardy. With such a view, one is likely to maintain safe-

guards. Without safeguards, freedom is sure to be eroded and soon lost.

So it is with the special freedom of the college teacher—the freedom of ideas on which our civilization banks so much.

Periodically, this freedom is buffeted heavily. In part of the past decade, the weather was particularly stormy. College teachers were singled out for

# Are matters of academic freedom easy Try handling some of these

## You are a college president.

Your college is your life. You have thrown every talent you possess into its development. No use being modest about it: your achievements have been great.

The faculty has been strengthened immeasurably. The student body has grown not only in size but in academic quality and aptitude. The campus itself—dormitories, laboratories, classroom buildings—would hardly be recognized by anyone who hasn't seen it since before you took over.

Your greatest ambition is yet to be realized: the construction of a new library. But at last it seems to be in sight. Its principal donor, a wealthy man whom you have cultivated for years, has only the technicalities—but what important technicalities!—to complete: assigning to the college a large block of securities which, when sold, will provide the necessary \$3,000,000.

This afternoon, a newspaper reporter stopped you as you crossed the campus. "Is it true," he asked, "that John X, of your economics department, is about to appear on coast-to-coast television advocating deficit spending as a cornerstone of federal fiscal policy? I'd like to do an advance story about it, with your comments."

You were not sidestepping the question when you told the reporter you did not know. To tell the truth, you had never met John X, unless it had been for a moment or two of small-talk at a faculty tea. On a faculty numbering several hundred, there are bound to be many whom you know so slightly that you might not recognize them if they passed you on the street.

Deficit spending! Only last night,

your wealthy library-donor held forth for two hours at the dinner table on the immorality of it. By the end of the evening, his words were almost choleric. He phoned this morning to apologize. "It's the one subject I get rabid about," he said. "Thank heavens you're not teaching that sort of thing on *your* campus."

You had your secretary discreetly check: John X's telecast is scheduled for next week. It will be at least two months before you get those library funds. There is John X's extension number, and there is the telephone. And there are your lifetime's dreams.

Should you . . . ?

## You are a university scientist.

You are deeply involved in highly complex research. Not only the equipment you use, but also the laboratory assistance you require, is expensive. The cost is far more than the budget of your university department could afford to pay.

So, like many of your colleagues, you depend upon a governmental agency for most of your financial support. Its research grants and contracts make your work possible.

But now, as a result of your studies and experiments, you have come to a conclusion that is diametrically opposite to that which forms the official policy of the agency that finances you—a policy that potentially affects the welfare of every citizen.

You have outlined, and documented, your conclusion forcefully, in confidential memoranda. Responsible officials believe you are mistaken; you are certain you are not. The disagreement is profound. Clearly the government will not accept your view. Yet you are con-

vinced that it is so vital to your country's welfare that you should not keep it to yourself.

You are a man of more than one heavy responsibility, and you feel them keenly. You are, of course, responsible to your university. You have a responsibility to your colleagues, many of whose work is financed similarly to yours. You are, naturally, responsible to your country. You bear the responsibility of a teacher, who is expected to hold back no knowledge from his students. You have a responsibility to your own career. And you feel a responsibility to the people you see on the street, whom you know your knowledge affects.

Loyalties, conscience, lifetime financial considerations: your dilemma has many horns.

Should you . . . ?

## You are a business man.

You make toothpaste. It is good toothpaste. You maintain a research department, at considerable expense, to keep it that way.

A disturbing rumor reached you this morning. Actually, it's more than a rumor; you could class it as a well-founded report. The dental school of a famous university is about to publish the results of a study of toothpastes. And, if your informant had the facts straight, it can do nothing but harm to your current selling campaign.

You know the dean of the dental school quite well. Your company, as part of its policy of supporting good works in dental science, has been a regular and substantial contributor to the school's development fund.

It's not as if you were thinking of suppressing anything; your record



# to solve? problems.

of turning out a good product—the best you know—is ample proof of that. But if that report were to come out now, in the midst of your campaign, it could be ruinous. A few months from now, and no harm would be done.

Would there be anything wrong if you . . .?

## Your daughter is at State.

You're proud of her; first in her class at high school; pretty girl; popular; extraordinarily sensible, in spite of having lots of things to turn her head.

It was hard to send her off to the university last fall. She had never been away from the family for more than a day or two at a time. But you had to cut the apron-strings. And no experience is a better teacher than going away to college.

You got a letter from her this morning. Chatty, breezy, a bit sassy in a delightful way. You smiled as you read her youthful jargon. She delights in using it on you, because she remembers how you grimaced in mock horror whenever you heard it around the house.

Even so, you turned cold when you came to the paragraph about the sociology class. The so-called scientific survey that the professor had made of the sexual behavior of teen-agers. This is the sort of thing Margie is being taught at State? You're no prude, but . . . You know a member of the education committee of the state legislature. Should you . . .? And on the coffee table is the letter that came yesterday from the fund-raising office at State; you were planning to write a modest check tonight. To support more sociology professors and their scientific surveys? Should you . . .?

special criticism if they did not conform to popular patterns of thought. They, and often they alone, were required to take oaths of loyalty—as if teachers, somehow, were uniquely suspect.

There was widespread misunderstanding of the teacher's role, as defined by one university president:

"It is inconceivable . . . that there can exist a true community of scholars without a diversity of views and an atmosphere conducive to their expression . . . To have a diversity of views, it is essential that we as individuals be willing to extend to our colleagues, to our students, and to members of the community the privilege of presenting opinions which may, in fact, be in sharp conflict with those which we espouse. To have an atmosphere of freedom, it is essential that we accord to such diverse views the same respect, the same attentive consideration, that we grant to those who express opinions with which we are in basic agreement."

**T**HE STORM of the '50's was nationwide. It was felt on every campus. Today's storms are local; some campuses measure the threat to their teachers' freedom at hurricane force, while others feel hardly a breeze.

Hence, the present—relatively calm—is a good time for assessing the values of academic freedom, and for appreciating them. The future is certain to bring more threats, and the understanding that we can build today may stand us in good stead, then.

What is the likely nature of tomorrow's threats?

"It is my sincere impression that the faculties of our universities have never enjoyed a greater latitude of intellectual freedom than they do today," says the president of an institution noted for its high standards of scholarship and freedom. "But this is a judgment relative only to the past.

"The search for truth has no ending. The need to seek truth for its own sake must constantly be defended. Again and again we shall have to insist upon the right to express unorthodox views reached through honest and competent study.

"Today the physical sciences offer safe ground for speculation. We appear to have made our peace with biology, even with the rather appalling implications of modern genetics.

"Now it is the social sciences that have entered the arena. These are young sciences, and they are difficult. But the issues involved—the positions taken with respect to such matters as economic growth, the tax structure, deficit financing, the laws

affecting labor and management, automation, social welfare, or foreign aid—are of enormous consequence to all the people of this country. If the critics of our universities feel strongly on these questions, it is because rightly or wrongly they have identified particular solutions uniquely with the future prosperity of our democracy. All else must then be heresy.”

Opposition to such “heresy”—and hence to academic freedom—is certain to come.

**I**N THE FUTURE, as at present, the concept of academic freedom will be far from uncomplicated.

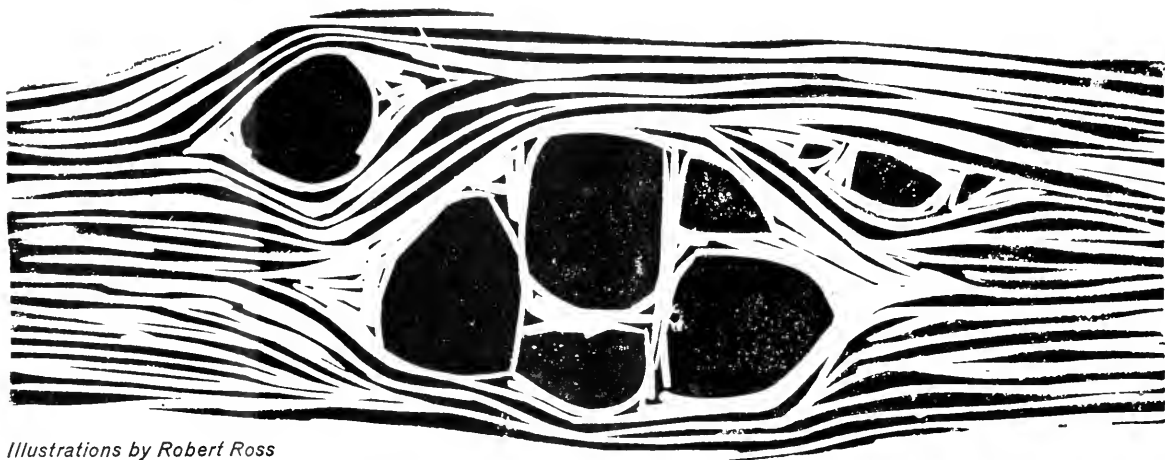
Applying its principles in specific cases rarely will be easy. Almost never will the facts be all white or all black; rather, the picture that they form is more likely to be painted in tones of gray.

To forget this, in one's haste to judge the rightness or wrongness of a case, will be to expose oneself

to the danger of acting injudiciously—and of committing injustice.

The subtleties and complexities found in the gray areas will be endless. Even the scope of academic freedom will be involved. Should its privileges, for example, apply only to faculty members? Or should they extend to students, as well? Should students, as well as faculty members, be free to invite controversial outsiders to the campus to address them? And so on and on.

The educated alumnus and alumna, faced with specific issues involving academic freedom, may well ponder these and other questions in years to come. Legislators, regents, trustees, college administrators, students, and faculty members will be pondering them, also. They will look to the alumnus and alumna for understanding and—if the cause be just—for support. Let no reader underestimate the difficulty—or the importance—of his role.



*Illustrations by Robert Ross*

## “What Right Has This Man?”

The report on this and the preceding 15 pages is the product of a cooperative endeavor in which scores of schools, colleges, and universities are taking part. It was prepared under the direction of the group listed below, who form EDITORIAL PROJECTS FOR EDUCATION, a non-profit organization associated with the American Alumni Council. Copyright © 1963 by Editorial Projects for Education, Inc. All rights reserved; no part of this report may be reproduced without express permission of the editors. Printed in U.S.A.

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*Executive Editor*

the Achievement in Chemistry of Eleventh and Twelfth Grade Pupils." He is currently teaching chemistry at Albert Einstein High School, Kensington, Maryland.

● Reynolds James Enterline, 1957, teaching ninth grade biology and ninth grade earth and space science at Greensburg Salem High School. Is working on a masters of education in the biological sciences at Penn State University. Wife, Eleanor T. Garland Enterline, 1959, has been teaching second grade at Hempfield Area Schools.

● Geno Zambotti, 1957, is teaching at Elderton Joint High School. He attended NSF during summer of 1962. Wife, Fran, who is a Penn State graduate is teaching home economics. The Zambotti's have one son, Michael, 3 years old.

● Karl Mark Engleka, 1958, taught the last three years in Titusville Junior High School, eighth and ninth grade general science. He and Mrs. Engleka were married in November, 1961, and they live in Titusville, Pa.

● Harry Fair, 1958, earned his M.S. in physics at the University of Delaware and is currently working on his doctorate at the same institution.

● John Edward Frank, 1958, teaches at Sharpsville Junior High, Sharpsville, Pa.

● Paul Hudock, 1958, is teaching general science in the Butler Junior High School. Married the former Elizabeth Coffman, 1959.

● Edwin Wallace Moore, 1958, is now teaching at West Chester High School, West Chester, Pa. He is married and has three children.

● Paul Morrow, 1958, spent one year at the University of New Mexico on a graduate assistantship while working on his master's degree. Paul left New Mexico and for four years taught high school biology and zoology. He has spent two summers as a Park Ranger at the Lake Mead National Recreation Area (Hoover Dam). Attends night classes while teaching and hopes to complete his master's work under a NSF grant.

● Fred Gould Schrock, 1958, is presently working on his Ph.D. in the botany department at the University of Chicago.

● David Burke Klingensmith, 1959, taught junior high science and math at Leechburg High School. On active duty with the United States Army at Quartermaster Research and Engineering Command at Natick, Massachusetts, until September, 1960. Now, as Lieutenant Klingensmith, is stationed with the 522nd QM. Co. at Idai-Oberstien, Germany. Married the former Barbara Lee Hild, 1960.

● Bernard McCue, 1959, is doing graduate work toward an M.S. in physics at Penn State.

● Peter Michael Nesbella, 1959, is married to the former Lois M. Bitner, 1961. They have two children. The 1962 summer Peter was employed by the National Park Service as a Ranger (Naturalist) at Mammoth Cave National Park, Kentucky. He has completed three years at Northwestern Beaver County Jointure, Darlington, Pa.

● Walter Young, 1959, is teaching physics in the Bellefonte High School. Is also the faculty manager of athletics. Walter is completing his masters degree at the Pennsylvania State University, under the NSF program, in physics. He married the former Gretchen McCarl of Curwensville, Pa., whose father is a popular social studies teacher at Curwensville High. The Youngs have two children: a boy, 5, and a girl, 2.

● Mrs. Carolyn Allen, 1960, was the former Ester Loch. She is married to Samuel Craig Allen, a graduate of Temple University. He is employed as an electronics technician at Jerrold Electronics. Mrs. Allen taught one year of chemistry and general science at Lower Moreland High School and one year of general science at Shady Grove Junior High School in Ambler, Pa. The Allen's have one child, and they live in Philadelphia.

● Harry Glen George, 1960, received his master's from I.S.C. in August, 1962. His thesis was entitled: Chemical Analysis of a Stream Before and After Coal Mine Pollution and Its Effect on the Northern Creek Chub.

● Nancy Stevenson, 1960, received her master's degree in zoology at Ohio University in June, 1962, and is presently an instructor in zoology at that institution.

● Ronald Ward, 1960, received his master's degree in zoology at Ohio University in June, 1962, and is presently working on his Ph.D. at John Hopkins University.

● Ralph Joseph Garvelli, 1961, is teaching biology at Coudersport High School.

● Anthony Wilson Locke, 1961, graduated as a pilot from the Moody Air Force Base, Valdosta, Georgia, in February of 1963.

● Oliver King Shields, 1961, is teaching senior high mathematics at Laurel Central High School, Laurel, Delaware. Married the former Sandra Jeffries of Indiana.

● Alice Margaret Tate, 1961, is a 2nd Lieutenant in Women's Army Corps. Took a 16

week officer candidate and officer basis course at Fort McClellan, Alabama. The class of Alice's included two women officers of the Women's Army Corps of the Chinese Republic.

● John Raymond Wagner, 1961, is teaching biology at Emelton, Pennsylvania.

● Timothy Patrick Williams, 1961, is a Lieutenant in the U. S. Army. He is presently a Launcher Platoon Commander at a Nike-Hercules Battery in San Rafael, California. June, 1961, he married Sue Springer.

● Donald Gregor, 1962, is a 2nd Lt. in the U. S. Army. He is stationed in Korea. Don was married December 8, 1962, to Jean Wissinger of Home, Pa.

● Janet Hagedorn, 1962, is now Mrs. Thomas Lawson. She was married December 8, 1962, in the Forest Hills Presbyterian Church, Forest Hills, Pa. Her husband is also an ISC graduate.

● Joseph Janus, 1962, is teaching mathematics at Meyersdale High School.

● Robert Watterson, 1962, is teaching one section of general science, as well as biology and driver education at Oswayo Valley Joint High School, Singlehouse, Pa.

● Robert Lee Whitlinger, 1963, is a chemist with the Hercules Powder Company in New Jersey.

● Donald L. Clapper recently conducted the Harrisburg Choral Society in a performance of "King David" by Arthur Honegger. Members of the Harrisburg Symphony Orchestra accompanied the 75 voice chorus and soloists.

Basil Rathbone, well-known stage, screen and television personality, was guest narrator for the performance, which was held in the Forum of the State Education Building before an audience of over 1200.

After receiving his bachelor of science degree from the State College at Indiana, class of 1950, Mr. Clapper did graduate work at Westminster Choir College in Princeton, New Jersey, where he received his master of music degree in 1954. As minister of music at Penn Street United Presbyterian Church in Harrisburg, he and his life, Barbara, make their home in Harrisburg.

● Mrs. Helen T. Puskar, 1936, was elected secretary by the Pennsylvania Home Economics Association at the group's convention May 3 and 4, at University Park. Mrs. Puskar joined the Indiana County Extension staff as home economist in 1961. Earlier, she taught at Imperial and Mercer.

## **MERITORIUS SERVICE**

● Steve Domen, 1949, has been awarded the United States Department of Commerce Silver Medal for meritorius service for his part in original research resulting in the development of improved standards for determining the total energy content of high energy x-ray beams.

Mr. Domen is a physicist at the National Bureau of Standards. He originally joined the Bureau's atomic physics section in 1951. He received his master of science in physics from Maryland University in 1958.

In addition to developing a portable prototype-standard instrument for making measurements of high energy x-ray beams, Mr. Domen helped devise a national standard calorimeter which was used to calibrate the ionization chamber. Four duplicates of the ionization chamber are now available on loan to research laboratories in this country and detailed working drawings are being widely circulated.

## **QUEENS EDUCATIONAL GUILD**

● George E. Blair, 1954, is director of the Queens Educational Guild in East Elmhurst 69, L.I., N.Y. He is also teaching at Rockville Centre and at Adelphi College. He is working on his doctor's degree at the St. John's University.

## **INSTRUCTOR MAGAZINE ARTICLE**

● Mrs. Eleanor Welsh Ansman, 1934, is among the contributors to the Today's Kindergarten section of the April, 1963, issue of **The Instructor Magazine**.

Mrs. Ansman discusses her school's method for orienting prospective kindergarten children. She resides at 44 Alliance Street, Valley Stream, New York, and teaches kindergarten in the Corona Avenue School, Valley Stream.

## **DOCTOR OF PHILOSOPHY**

● Joseph A. Cima, 1955, received his Ph.D. in mathematics from Pennsylvania State University on March 23, 1963.

## **DEGREE**

● Joseph Burris Hollister, 1958, completed the requirements for the degree, Master of Education, at Temple University in February, 1963.

## **SILVER BARS**

● First Lt. Mary E. Wohler, 1961, assistant adjutant at Fort Meade, has received the silver bars of her new rank. Lieutenant Wohler has been in the Army since August, 1961.

## **FIRST LIEUTENANT**

● First Lieutenant Amadeo C. Tortorella, 1961, received his officer's insignia March 18, 1963. He entered the army in 1961.

# Activities of Indiana College Alumni Units

## INDIANA UNIT

● John D. Varner, a caseworker in the Office Public Assistance in Indiana County, has been named president of the Indiana Unit of the Indiana State College Alumni Association.

Mrs. Arveta DeGaetano was chosen vice president and Mrs. Betty Jean Davis, secretary-treasurer of the Unit in a reorganization meeting held Monday, February 25, in Leonard Hall on the College campus in Indiana.

Mr. Varner graduated from Indiana State College in 1957. During his college career he was president of the Student Council. He attended the University of Pittsburgh and received his master of education degree in 1960.

He has served in the United States Army and taught for three and one-half years in high schools in the Pittsburgh area. He became associated with the Office of Public Assistant in Indiana County in November, 1962.

Mr. Varner and his wife and son, Jay Douglas, age two, reside at 414 Oak Street, Indiana, Pa.

The Indiana Alumni Unit in subsequent meetings has discussed the possibility of a number of projects to help the college. Among these are included Take A Student Home To Dinner Day, in which a member of the Alumni Unit would invite a student to attend family dinner; An Alumni-Student Counseling Program; Participation of Alumni Representatives in College Night programs in Various High Schools; a Program of Professional Entertainment for Selected College Students.

The Indiana Unit is also considering an official name change for the Unit. The Unit made a \$25 donation to the Indiana State College Library Fund.

Already the Unit is planning a dance at the Country Club on Homecoming Day, October 19, 1963. This Indiana Unit sponsored dance has rapidly become a Homecoming tradition and annually attracts a large number of Indiana alumni. George Pollock and the Stardusters will furnish the music for the 1963 Homecoming Dance to be sponsored by the Indiana Alumni Unit at the Indiana Country Club.

## PITTSBURGH-NORTH BOROUGH'S UNIT

● On March 16, while all downtown Pittsburgh was agog with the St. Patrick's parade and celebration, the members of the Pittsburgh-North Borough's Unit wended their way to the Congress of Women's Clubs for our spring luncheon and business meeting.

Indeed, a bit of Ireland greeted us; for the hostesses, Louise Crooks and Catherine Taylor, had the tables gay with green candles, a delightful centerpiece on the speaker's table and a green carnation for each one to wear. Louise Crooks made the flowers that vied with nature for perfection, May Martha Drynan Emmert was responsible for the centerpiece.

The President, Mildred Pauch, greeted us with a delightful poem entitled, "Spring" and called upon Lillie List Herman to pronounce the invocation. The menu was delicious and caused many complimentary remarks.

In the business meeting that followed Adele Giammartini Bauer presented the slate of nominees. It was favorably received and the secretary was instructed to cast the ballot, and the following officers were thus elected: President, Catherine Taylor; Vice President, Dorothy Faulk; Recording Secretary, Ruth Gordon Scandrol Kennedy; Corresponding Secretary, Lillie List Herman; Treasurer, Margaret Allen.

The speaker of the afternoon was Mrs. Madeline Britz, a teacher from the Sewickley area, who took us on a trip to Hong Kong, the Near East, and Egypt, which was most enjoyable. These pictures were a part of her recent trip around the world.

The installation of officers will be in May at the University Club. Adele Giammartini Bauer, Edna Dysters Kappel, and Sara Grober Niemeier are in charge of the luncheon arrangements. Mrs. Alice Chase will be the speaker.

Submitted by  
Lillie List Herman

## PITTSBURGH UNIT

● The Pittsburgh Unit closed a successful year of meetings March 5, at the home of Mrs. Marie Murray. We had a large attendance and a most enjoyable evening.

Our annual Benefit Bridge was held Saturday, February 23, in the Women's Club of Wilk-

insburg. Over 150 attended and everyone enjoyed a delightful afternoon. There were many lovely prizes and a delicious luncheon was served by the girls of the ways and means committee. Chairman was Mrs. Margaret Baxter Shiels.

Our deep gratitude to Mrs. Mildred Haas France who has for many years made up our yearbook and it is a job well done.

New officers for the coming year: President, Miss Helen R. MacWilliams; Vice President, Miss Olive Dickson; Corresponding Secretary, Mrs. Ruth Felknor; Recording Secretary, Mrs. Ruth Gaul; Treasurer, Miss Agnes Barnard.

We are looking forward to our annual spring dinner at the College Club, April 16. Miss Mary L. Esch will be our guest of honor and principal speaker. Through the many years that she has served as executive secretary of the Alumni Association she has endeared herself to all of us. So, it is with rare joy we are looking forward to a delightful evening.

Through the thread in the fabric of life, we have lost a very dear member, Miss Margaret Thomson, our recording secretary who very suddenly passed away recently.

Miss Grace Lucock has been quite ill with the flu but is now well on the road to recovery and will be writing our next newsletter.

Submitted by  
Helen R. MacWilliams

## PHILADELPHIA UNIT

● The Philadelphia Unit met on March 16th at the Women's University Club in Philadelphia. This Clubhouse has become a favorite meeting place with I.S.C. Alumni in the area, who with guests were 21 who came out at these memorable dates of both St. Patrick and the Ides.

After a hefty luncheon expertly served on a table with flower arrangements, guests withdrew to the cheerful reception room and browsed over a watercolor-and-print show exhibited on the downstairs' walls. Members went upstairs to the lounge where President Helen Bruner Snyder (Mrs. L.A.) conducted in her capable way a short meeting, then turned the office over to the new President John Federinko who is chairman of Secondary Education, Dept. of Business and Distributive Education in Wilmington, Delaware. Mr. Federinko is also Coordinator of I.S.C. Alumni. You probably heard him on TV, Channel 3, Sunday, March 17.

By the time the business meeting was over, Mrs. Elizabeth W. Shaub, teacher of English and Writing in Ephrata, Pa., had on exhibition a

shelf of beautiful Oriental crafts and was ready to show slides of Hong Kong, Thailand, and India where she had traveled last summer. Her introductory talk was illuminating. This was a repeat performance for she had talked on Spain and Portugal to the group last year. Mrs. Shaub wears well and makes one wonder how one small town can hold her.

This report would not be complete without some appraisal of Secretary-Treasurer Sara Patsy Watson High (Mrs. J. Walter). Besides discharging the duties of her office efficiently, she furnishes, at considerable, personal expense, well-planned announcement cards and artistic touches in flowers, etc. She also brings a number of interesting guests.

After being in attractive surroundings with art-show, good lunch, fine illustrated talk, and nattily-dressed and friendly members and guests, one was loath to leave for home.

Submitted by  
Mary Edna Flegal

## INSTANO 1912

● Fall flowers provided a beautiful table setting for the November 3rd luncheon of the 1912 Instano group, in Kaufmann's private dining room.

The committee on arrangements were Martha Faloan, Helen Campbell, and Ethyl Wallace.

Our guests were Mary Sheridan Dunn from Florida and Leah Leonard Naugle, both from the class of 1913.

Helen Brennan, Alumni President, brought us up to date on Alumni activities.

Florence Wallace and Edith Wolfenden brought us college and Indiana news.

We are sorry to report the third death in our class since our fiftieth reunion in May. Alice E. Johnston passed away on February 1, 1963. The other two, Scott Means and Dorothy Farrar, have previously been noted.

Our sympathy is extended to Agnes Young Wright in the loss of her sister, Ann Young Feisley of the 1911 class, and to Emily Fanning Barry in the death of her husband, Leland Barry.

Katharine Haberlen and Martha Hackman Cooley have arranged the spring luncheon, which will be held in Kaufmann's on May 4. The members who have been spending part of the winter in Florida and the Caribbean waters are now hom and will be on hand to make the party the usual success.

Submitted by  
Mrs. Adelaide R. Clarke

## TRI-TOWNSHIP ALUMNI UNIT

● The Tri-Township Alumni Unit of Indiana State College met Monday evening, April 22, in the social hall of the Clymer Presbyterian Church. A delicious dinner was served by the Johnson Bible Class. The tables were beautifully decorated with daffodils and colorful favors. Arrangements for the meeting were made by Mrs. Sarah Thorburn, Mrs. Mary Harwick, and the Misses Mildred Hart and Mildred Beechey. Forty-one members and guests were present.

Mrs. Vivian C. Lovell, president, presided at the dinner. Grace was offered by Eugene Forsythe. Tribute was paid to the memory of the late Henry W. Maurer, a cherished friend of the group.

During a business session the secretary - treasurer reports were given by Mrs. Grace B. Forsythe and Mrs. Emmelene Keating. A contribution of twenty-five dollars will be given to the Alumni Fund. The following officers were elected for the 1963-64 term: Harold Keating, President; Miss Gertha McAulty, vice president; and Miss Sarah Bagley, secretary-treasurer. Delegates to the Executive Council meeting May 25 at the college are Mrs. Emmelene Keating, Misses Mildred Beechey and Mildred Hart. Mrs. Mary Harwick and Miss Mary Bagley are alternate delegates.

Miss Mildred Hart introduced Miss Marilynn Weimer, music supervisor of the Penns Manor Schools, who presented Miss Marilyn Porter, vocal soloist, and Miss Mary Lou Leisher, accompanist. These young artists, students in the music department of Indiana State College, delighted their audience.

Miss Mary L. Esch, Registrar of the college, introduced Dr. S. Trevor Hadley, Dean of Students at Indiana. Dr. Hadley gave an illustrated report of his experiences in Liberia in Africa during the summer of 1962. Several weeks were spent in sessions and seminars with Liberian teachers and educators. Visits were made to iron mines, rubber plantations, tribal villages, and missions. Dr. Hadley commented on the wise expenditure of foreign aid in the field of education in Liberia but warned that accounts of racial discrimination in the United States have a terribly adverse impact. Dr. Hadley's presentation was greatly appreciated by his audience.

## WASHINGTON D.C. UNIT

● The annual meeting of the Washington, D. C. Unit of Indiana State College was held at the home of Ruth Brilhart, Arlington, Virginia.

The following officers were elected for the year 1963-64: President - Mrs. Ruth Brilhart, Vice President - Mrs. Edith Shaffer, Recording Secretary - Mrs. Grace Lehman, Corresponding Secretary - Mrs. Laura Gienger, Members-at-Large - Mrs. Theareas Bishop, Mrs. Naomi Funk, and Mrs. Mary L. Vail.

A tentative calendar was set up for the year 1963-64. The first event will be the fall picnic which will be held September 15 at the home of Mr. and Mrs. Graham Lehman in Bethesda, Maryland. Other plans included a dinner in November (the place to be designated later) and a dinner for guests from the college the eve preceding the Annual All Pennsylvania College Luncheon given in February.

Mrs. Margaret McComb Anderson, Mrs. Mary Piranian, and Mrs. Mary L. Vail were named as official delegates of the Washington D. C. Unit to the Annual Alumni Homecoming.

A former member of the D. C. Unit and now a resident of Cheyene, Wyoming, Mrs. Mary McAuliff Herman, has asked to be included as a member of the D.C. Unit. Mrs. Herman often returns to Washington, D. C. and renews acquaintances here - as Col. Herman was formerly stationed at Andrews Air Force Base, as well as the Pentagon. During her recent sojourn to the East, Mrs. Herman visited Indiana State College, renewed acquaintance with Miss Esch, toured the College and noted the many changes. We are pleased to include her once again in the D. C. Alumni Unit.

After the meeting, refreshments were served by the hostess, Mrs. Brilhart and her sister, Mrs. Piranian. Later, some interesting color slides were shown by Mrs. Lehman - including those taken by him of our group at the annual meeting, picnic and luncheon.

The following members were present: Mrs. Ruth Brilhart, Mrs. Mary Piranian, Mr. and Mrs. Caldwell (Mrs. Brilhart's parents), Mrs. Vashti Burr Whittington, Mrs. Margaret Jarvey, Mrs. Grace Lehman, and Mrs. Mary Lang Vail. Others present included Mr. Whittington, Mr. Jarvey, and Mr. Lehman.

Submitted by  
Mrs. Mary L. Vail

# Report on Council of General Alumni Association of Pennsylvania State Colleges

The twentieth meeting of the Council of the General Alumni Association of the Pennsylvania State Colleges met Saturday, April 27, 1963, in the Seventh Floor Lounge of the PSEA Building, 400 North Third Street, Harrisburg. Representatives were present from eleven state colleges.

Indiana State College was reported by the treasurer as having paid its full share for the 1962-63 college term ending June 1, 1963.

The secretary read a letter from Governor William W. Scranton acknowledging receipt of a Resolution sent by the Council. Since the letter was cordial and detailed, Communications Services, Inc. were directed to duplicate and circulate it at their discretion.

A committee was appointed at the January 12th meeting of Council to examine the question of tax-dollar support for higher education in Pennsylvania and submit recommendations concerning the matter. No member of the committee was present and President Lunn directed that the committee be continued and requested that a report be given at the next regular meeting. Members of the committee are: Dr. William Cornell, chairman, Mr. Pecuch and Mr. Aharrah.

Reporting for the committee on Research, Mr. Don Rich of Communication Services announced that the questionnaire developed by the Research Committee has been approved by the Board of Presidents and will now be circulated.

The Auditors' Report was filed by Dr. Willard E. Kerr indicated that the treasurer's books and accounts have been audited and approved as of March 28, 1963, and indicate a balance of \$1,809.98 in the checking account and \$3,000 in an emergency savings account.

Mr. Don Rich, representing Communications Services, Inc., reported on activities relative to public relations as follows:

- (1) The questionnaire developed by the Research Committee will be mailed to the fourteen state colleges during the week of April 28-May 4. The approval by the Board of Presidents of the questionnaire now clears the way for the planned visits to the state colleges by

representatives of Communications Services, Inc. These visits will be made between now and June 1, 1963.

- (2) The Cornell report and cover letter are ready for distribution and, having received approval to do so, will be mailed at once.
- (3) Council was alerted to its opportunities to react to probable legislative action.

Detailed discussion of the position this organization should take relative to supporting Governor Scranton's proposal for increased taxation, was the next order of business. On motion by Mr. Washington, seconded by Dr. Nicholson, and unanimously passed, the following resolution was adopted:

"The Council of the General Alumni Associations of the State Colleges of Pennsylvania, representing 100,000 alumni, commends Governor William W. Scranton for providing for increased appropriations for the fourteen state colleges in order that they may meet the needs of Pennsylvania's college youth. The Council pledges support to the Governor and the Legislature as they attempt to find funds for their increased responsibilities."

Mr. Wallace Kerr received permission to poll the group for information requested by the Slippery Rock Alumni Association. To the question, how many colleges have full time executive secretaries paid by the institution's alumni, Millersville and West Chester replied affirmatively. To the question, what cooperation between the colleges and the alumni is usual, the reply was that office space is provided.

Dr. Wildrick introduced discussion concerning the policy of lapsing funds several months prior to the end of each fiscal period. Following full discussion of the problem on motion by Dr. Nicholson, seconded by Mr. Zahorchak, and unanimously passed, the President of the Council was authorized to communicate with the Board of Presidents of the Pennsylvania State College as follows:

(Continued on page 33)



# Samuel F. Furguele To Be New College P. R. Director Was Alumni Association President 1955-57

Samuel F. Furguele, member of the English-Speech faculty at Indiana State College since September 1, 1957, has been named as public relations director at Indiana State College to begin September 1, 1963, Dr. Willis E. Pratt, president of the college, said today.

Mr. Furguele will assume the duties of Dr. Arthur F. Nicholson who has been director of public relations at Indiana State College since 1948 and who has resigned his position at Indiana effective August 31, 1963.

Mr. Furguele received his bachelor of science degree with a major in English from Indiana State College in 1949. He received his master of letters from the University of Pittsburgh in 1955 with a major in English and is working toward his Ph.D. in English at the University of Pittsburgh.

From 1949 to 1956, Mr. Furguele taught English and journalism at Indiana Joint High School where he also served as supervisor of student teachers in English for the College.

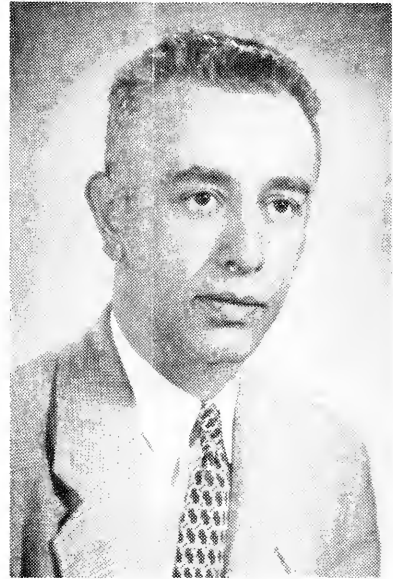
In the years immediately after his graduation from Beaver Falls High School in 1936, Mr. Furguele worked for several years in the mining industry for Industrial Collieries Company at Heilwood.

During World War II he served from 1942-1946 for four years with the United States Army. Thirteen months of this time was spent overseas in the European Theater of Operations.

He achieved the rank of first lieutenant in the United States Army. He now has the rank of major in the United States Army Reserve.

After World War II he was proprietor of a restaurant in Windber for about a year.

In Indiana, Mr. Furguele has been very active as a member of the Indiana Unit of the General Alumni Association and served as presi-



Mr. Furguele

dent of this group for two years. From May, 1955, to May, 1957, he was president of the Indiana State College General Alumni Association.

He is a member of the Pennsylvania State Education Association, National Education Association, Pennsylvania and National Councils of Teachers of English, and the American Association of University Professors.

The newly appointed public relations director is married to the former Sara Stewart of Georgia. Mr. and Mrs. Furguele and their two children, Diana, 16, and Sammy, 11, reside at 520 North Ninth Street, Indiana.

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This Council will support positively and constructively any action initiated by the Board of Presidents to correct the unwarranted lapsing of appropriations made to Pennsylvania's State Colleges in any given fiscal period.

The next regular meeting will be held on Saturday, September 21, 1963, at 11:00 a.m. in the PSEA Building at 400 North Third Street, Harrisburg, Pennsylvania.

## Sisters Receive Tenth Annual Alumni Citation



**Faithful Alumni Workers, Helen M. Brennan and Rose Brennan McManus were awarded Alumni Citation, May 25, 1963.**

Helen M. Brennan and Rose Brennan McManus of Pittsburgh were awarded the Tenth Annual Alumni Citation at Indiana State College at the Alumni Day Luncheon in Sutton Hall Dining Room May 25, 1963.

The Alumni Citation is given annually to a person or persons believed by the General Alumni Association of Indiana State College to have evidenced outstanding service to the ideals for which Indiana State College stands through their contributions to education in general and to the Indiana State College specifically.

Persons who have received this award previously include Agnes Sligh Turnbull, the famous American novelist; Carl S. Weyandt, industrialist; James Stewart, movie actor; James S. Mack, president and chairman of G. C.

Murphy Company; Mrs. Ward C. Johnson, active alumni worker; Michael Gendich, Detroit industrialist and famous Indiana athlete; Ralph W. and Harry C. McCreary, Indiana industrialists; Dr. Clara E. Cockerille, noted educator; and R. Hastie Ray and N. DeWitt Ray, co-publishers of the Indiana Evening Gazette.

The 1963 Alumni Citation winners at Indiana State College are sisters. Miss Brennan graduated in 1912 and Mrs. McManus in 1918. Both, over the years, have been extremely active in Indiana State College Alumni affairs.

Mrs. McManus served a term as President of the General Alumni Association and Miss Brennan concluded a two-year term May 25, and was re-elected for a second two-year term as President of the General Alumni Association of Indiana State College.

Both have devoted years of service to public education in Pennsylvania. Mrs. McManus is the wife of Thomas J. McManus, a member of the law firm, Reed, Smith, Shaw, and McClay of Pittsburgh.

She is a graduate of Braddock High School and Indiana State College. She received her bachelor of arts and master of arts degrees from Duquesne University. In addition, she did post-graduate work at Columbia University, University of Southern California and Harvard University.

She began teaching in the Braddock Public Schools then in the Pittsburgh Elementary and Junior High Schools. In addition to serving as President of the Indiana General Alumni Association, she served as President for a term of the Pittsburgh Unit of the Indiana State College Alumni Association.

She is a member of the Duquesne University Alumni Association, the Women's Guild of Duquesne University, Gaelic Arts Society of Pittsburgh, International Federation of Catholic Alumnae, and Friends of the Christian Arts.

Miss Brennan graduated from Indiana in 1912 and received her B.A. and M.A. degrees from the University of Pittsburgh. Prior to her

retirement two years ago, Miss Brennan served for forty-eight years as teacher and principal in the Pittsburgh area schools. From 1930 until her retirement she was a principal in Pittsburgh Elementary Schools.

She served as president of the Principals Club of Pittsburgh, president of the Administrative Women in Education in Allegheny County, president of the Western Convention District of the Pennsylvania State Education Association, as vice-president of the Allegheny County Educational Council of PSEA, as treasurer and a member of the Legislative Committee of the Pittsburgh PTA, and as president of the Pittsburgh Quota Club.

She served as a member of the Executive Council of PSEA and as chairman of the PSEA Commission on Professional Ethics, Rights, and Competence.

Both sisters have given unsparingly of their time to various causes in education in Pennsylvania over a considerable period of years. Their service to their undergraduate college at Indiana State College has been of inestimable value to the College at Indiana and to the Alumni Association. Through the years they have been unwaveringly loyal to the best ideals of Indiana State College.

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## AS IT MUST TO ALL

● Dr. LaVerne Strong, chairman of the elementary education department at Indiana from January 1945, to June 1949, died in April 1963. At the time of her death, Dr. Strong was educational director for Random House Publishers in New York City.

● Mrs. Charlotte Clark Adams, 1892, died September 29, 1961, at the age of 88. She was the daughter of Silas M. Clark and sister of J. Wood Clark both of whom served on the Board of Trustees for many years.

She was a member of the class of 1892, also had two sisters who graduated from Indiana, Annie M., 1887, and Mary B. 1889.

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# College Observes 88th Annual Alumni Day

As many as 1500 Alumni of Indiana State College took part in observances of the 88th Alumni Day and Commencement Service week-end May 25-26, 1963. Alumni, especially those of the reunion classes of 1888, 1893, 1898, 1903, 1908, 1913, 1918, 1923, 1928, 1933, 1938, 1943, and 1953 had a full program of activities during their Alumni Day visit to the Indiana campus.

"Our society is committed to the opportunity for an education for all, for an appropriate education for all, and for excellency in quality in an education for all," Dr. George W. Hoffman, deputy superintendent of public instruction in Pennsylvania, told 506 Indiana State College graduates in a Commencement address Sunday, May 26, at 2:00 p.m. at Miller Stadium at the College.

Nearly 5,000 persons heard Dr. Hoffman explain that "sometimes there are mounting pressures which complicate the fulfillment of these commitments for education".

"These pressures can become so intense and explosive that they might be described as explosive," Dr. Hoffman said.

"The important explosions affecting our schools," Dr. Hoffman explained, "are the explosions of population, of knowledge, of physical energy, of technology, of nationalism, and of world-wide ideological conflict."

Using for his topic "The Challenge" Dr. Hoffman defined "The Challenge" as "the need to produce the kinds of teaching now which will enable our youth to find tomorrow the answers to the unsolved problems of today."

"To do this there are several things the teacher must recognize," Dr. Hoffman said. "First, the teacher must realize that learning is as much the responsibility of a teacher as his teaching because today we do not know what knowledge we will have to teach ten years from now."

"Second, education is for the purpose of producing responsible minds. Therefore, teachers must help students to be creators by developing their own personalities and own kind of thinking and utilizing to the fullest their potential talent and leadership."

In developing his topic, Dr. Hoffman said, "there are certain habits which will help produce responsible minds and these include the habit of thinking for one's self, the habit of critical thinking, or the habit of skepticism, the habit of creative thinking, and the habit of thinking impersonally."

"As students acquire these habits," Dr. Hoffman developed, "they will be able to do their own thinking, their own critical, creative thinking, in terms of important ideas, as well as, in terms of persons, events and themselves."

Included in the 481 persons receiving their bachelor of science degrees were 31 men students who received commissions as second lieutenants in the United States Army or U. S. Army Reserve and one who received a commission as second lieutenant in the United States Marine Corps Reserve.

In addition to the under-graduate degrees, twenty-five persons received their master of education degrees.

Helen M. Brennan of Pittsburgh was re-elected President of the General Alumni Association for a two-year term at the annual business meeting held at 10:30 a.m. in Fisher Auditorium. Roy Ankeny of Apollo, was re-elected vice-president, and Marian Francis of Ebensburg was re-elected secretary.

In other action, Alumni Council members approved a gift of \$1,000 to the Indiana State College Study in Spain Program and heard reports on the Association's participation in the Council of Alumni Associations of State Colleges in Pennsylvania, and the Jennie M. Ackerman Memorial Loan Fund as reported by Mrs. Flossie Wagner Sanford, chairman of the Ackerman Memorial Committee.

John Federinko of the class of 1956 described the pilot plan of Annual Giving, conducted by that group, and Dr. S. Trevor Hadley summarized the program "Operations Crossroads, Africa".

Executive Committee members of the General Alumni Association met at 9:30 a.m., May 25, in Cogswell Hall with Helen M. Brennan presiding, to conduct the official business of the General Association.

At the Annual Alumni Luncheon in Sutton Hall Dining Room, Helen M. Brennan and Rose Brennan McManus, sisters and active alumni workers, were awarded the Tenth Annual Citation for distinguished service toward the attainment of high ideals for which the College at Indiana stands.

Dr. Willis E. Pratt, president of the college, and Helen M. Brennan, president of the Alumni Association, gave greetings at the Luncheon meeting. Senior class comments were extended by John Webster, president of the senior class. Spokesmen for various classes at the Luncheon gave comments from those classes.

The remainder of the Indiana State College Alumni Day consisted of very interesting class meetings and reunions at 2:30 p.m. in various campus headquarters, a tea from 5:00 to 6:00 p.m. in the Sutton Hall Dining Room, the Alumni dance in the new Student Union building at 8:30 p.m., and socializing in the Blue Room (Recreation Hall).

# Alumni Association Membership

## JOIN ALUMNI ASSOCIATION

All dues-paying members of the Alumni Association will receive alumni publications. Persons who live in districts where there is not an organized alumni unit may send dues direct to the College Alumni Office,  
— Dues \$2.00 per year.

ALUMNI DUES	<input type="checkbox"/> Please find enclosed \$2.00 as my annual dues in the General Alumni Association.
	Name ..... Class .....
	Address .....
	Name at graduation, if different from above .....
ANNUAL GIVING	In appreciation of what the College has done for me, I hereby pledge the sum of \$..... as my annual gift.
	<input type="checkbox"/> Enclosed is my gift of \$..... for the 1962-63 college year.
	Signed ..... Class .....
	Address .....
	Name at graduation, if different from above .....

Return to: Miss Mary L. Esch, Executive Secretary  
General Alumni Association  
State College  
Indiana, Pennsylvania

## CHANGE OF ADDRESS

If you have changed your permanent mailing address and are not positive that it is correctly entered on Alumni Office records won't you please fill in the blank below:

Name .....

Permanent Mailing Address .....

..... Class .....

Name at graduation if different from above .....

Return to: Miss Mary L. Esch, Executive Secretary  
General Alumni Association  
State College  
Indiana, Pennsylvania

# INDIANA SUMMER THEATER GUILD

HAS SCHEDULED

A Twelfth Annual Summer Season Starting

WEDNESDAY, JULY 3, 1963, 8:30 P. M.

Theater-by-the-Grove

STATE COLLEGE, INDIANA, PENNSYLVANIA



## SCHEDULE OF COMEDY AND DRAMA FOR 1963

THE MATCHMAKER — Comedy .....	July 3-6
A THURBER CARNIVAL — Comedy-Revue .....	July 10-13
MARRIAGE-GO-ROUND .....	July 17-20
DEATH OF A SALESMAN — Drama .....	July 24-27
ANGEL STREET — Melodrama .....	July 31-Aug. 3
COME BLOW YOUR HORN — Comedy .....	August 7-10

Drama Director — Robert W. Ensley

Business and Information Director — Dr. Arthur F. Nicholson

Associate for Business and Information — John G. Watta

Chairman, Advisory Council — Dr. Willis E. Pratt

Admission — \$1.50 each at the box  
office

For Reservations —  
Phone — 465-5521

Season Tickets — \$10.00 for patron's,  
\$7.00 for regular season tickets.  
\$4.00 for junior and senior high  
school and college students. Each  
book of six tickets is good for six  
admissions which may be used as the  
owner wishes at any play or plays.  
All seats may be reserved.

Summer Theater Guild Office, State  
College, Indiana, Pa. Daily except  
Sunday 1:00-4:00 p.m. from June 8 -  
July 3. Starting July 3, Guild Office  
will be open daily from 1:00 p.m. to  
4:00 p.m. and Wednesdays through  
Saturday 7:30 p.m. to 9:30 p.m.











